

Paired Passages Tracking Sheet

Week 1 of 36

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

GRADE 5 • PREPARE CLUSTER • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the first article.

What does Mrs. Delgado tell the class about their first ideas? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in both.

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



SHOW

Wednesday

Show the idea in the second article.

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



OWN

Thursday

Own the connection.

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



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 1 of 36

Show what you know and hunt for paired passages.

GRADE 5 • PREPARE CLUSTER • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES
from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Your turn.

Write one idea both articles share. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that shows gathering evidence. Name a trap someone might choose.

LINE FROM THE MYSTERY	LINE FROM THE COMMISSION	THE IDEA THEY SHARE

Self-Check

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

Paired Passages Tracking Sheet

Week 2 of 36

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

GRADE 5 • PREPARE CLUSTER • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Name: _____

Date: _____



NOTICE

Monday

Notice how the class acts in the first article.

What do the students do before they gather evidence? Copy the words that show it.



CHOOSE

Tuesday

Choose the similarity.

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



SHOW

Wednesday

Show the similarity in the second article.

Which detail from the Commission supports the idea that people jump to conclusions?



OWN

Thursday

Own the similarity.

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



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 2 of 36

Show what you know and hunt for paired passages.

GRADE 5 • PREPARE CLUSTER • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES
from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Your turn.

Write one similarity between the articles. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each article that shows assumptions turning into evidence. Name a trap someone might choose.

LINE FROM THE MYSTERY	LINE FROM THE COMMISSION	THE SIMILARITY

Self-Check

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

Paired Passages Tracking Sheet

Week 3 of 36

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

GRADE 5 • PREPARE CLUSTER • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Name: _____

Date: _____



NOTICE

Monday

Notice what the Mystery article focuses on.

What does the Mystery article focus on? Copy the words that show it.



CHOOSE

Tuesday

Choose the difference.

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



SHOW

Wednesday

Show the difference in the second article.

Which sentence from the Commission supports the idea that it asks students to plan ahead?



OWN

Thursday

Own the difference.

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



DEFEND

Friday

Defend against the trap.

How is the Commission different from the Mystery in the way each uses information?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 3 of 36

Show what you know and hunt for paired passages.

GRADE 5 • PREPARE CLUSTER • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES
from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Your turn.

Write one difference between the articles. Copy one line from each article.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail that appears in only one article. Name a trap someone might choose.

DETAIL FROM THE MYSTERY	DETAIL FROM THE COMMISSION	THE DIFFERENCE

Self-Check

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

Paired Passages Tracking Sheet

Week 4 of 36

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

GRADE 5 • PREPARE CLUSTER • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea in the Mystery.

What does the Mystery class learn about the famous cookie story? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in only one text.

Which idea is in the Mystery but not the Commission? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show that the idea is missing from the Commission.

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



OWN

Thursday

Own the distinction.

Write one sentence about an idea found in only one article.



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 4 of 36

Show what you know and hunt for paired passages.

GRADE 5 • PREPARE CLUSTER • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES
from “The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission”

Your turn.

Write one idea from only one article. Copy a line from that article and say why the idea is missing from the other.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more idea that is in only one article. Name the article and a trap someone might choose.

IDEA FROM ONLY ONE ARTICLE	WHICH ARTICLE?	WHY IT IS MISSING FROM THE OTHER

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can check whether that idea is in the other text.			
I can prove an idea is missing from a text.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 5 of 36

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

GRADE 5 • CLUSTER 1 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “From Tension to Revolution and A Voice of Their Own”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the article.

What did the colonists want? Copy the words from the article that show it.



CHOOSE

Tuesday

Choose the idea in both.

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



SHOW

Wednesday

Show the idea in the drama.

Which sentence from the drama supports the idea that people deserve a voice?



OWN

Thursday

Own the connection.

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



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 5 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 1 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES
from “From Tension to Revolution and A Voice of Their Own”

Your turn.

Write one idea both texts develop. Copy one line from the article and one line from the drama.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE ARTICLE	LINE FROM THE DRAMA	THE IDEA THEY DEVELOP

Self-Check

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

Paired Passages Tracking Sheet

Week 6 of 36

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

GRADE 5 • CLUSTER 1 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “From Tension to Revolution and A Voice of Their Own”

Name: _____

Date: _____



NOTICE

Monday

Notice what the people do in the article.

What do the colonists do in the article? Copy the words that show their action.



CHOOSE

Tuesday

Choose how the people are similar.

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



SHOW

Wednesday

Show the similarity in the drama.

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



OWN

Thursday

Own the comparison.

Write one sentence about how the people in both texts are similar.



DEFEND

Friday

Defend against the trap.

How are the people connected by the way they challenge rules made without their input?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 6 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 1 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “From Tension to Revolution and A Voice of Their Own”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE ARTICLE	LINE FROM THE DRAMA	WHAT MAKES THE PEOPLE SIMILAR

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what people do in one text.			
I can choose a similarity between the people.			
I can prove a similarity with a line from each text.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 7 of 36

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

GRADE 5 • CLUSTER 1 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “The Ocean Lesson and The Garden That Wouldn’t Grow”

Name: _____

Date: _____



NOTICE

Monday

Notice how the first text is organized.

How is The Ocean Lesson organized? Name the two examples it compares.



CHOOSE

Tuesday

Choose the difference in presentation.

What is one difference in how the texts present ideas? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the difference in the second text.

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



OWN

Thursday

Own the difference in presentation.

Write one sentence about how the two texts present their ideas differently.



DEFEND

Friday

Defend against the trap.

How does the way The Ocean Lesson presents its ideas differ from how the Garden does?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 7 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 1 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “The Ocean Lesson and The Garden That Wouldn’t Grow”

Your turn.

Write one structural difference. Copy one detail from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

DETAIL FROM THE OCEAN LESSON	DETAIL FROM THE GARDEN	THE STRUCTURAL DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a text is organized.			
I can choose a difference in how texts present ideas.			
I can prove a structural difference with a detail from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 8 of 36

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

GRADE 5 • CLUSTER 1 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “The Ocean Lesson and The Garden That Wouldn’t Grow”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the first text.

What message does the Ocean Lesson teach? Copy the words that show it.



CHOOSE

Tuesday

Choose the message in both.

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



SHOW

Wednesday

Show the message in the second text.

Which sentence from the Garden supports the message that observation leads to understanding?



OWN

Thursday

Own the message.

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



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 8 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 1 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “The Ocean Lesson and The Garden That Wouldn’t Grow”

Your turn.

Write one message both texts share. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE OCEAN LESSON	LINE FROM THE GARDEN	THE MESSAGE THEY SHARE

Self-Check

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

Paired Passages Tracking Sheet

Week 9 of 36

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

GRADE 5 • CLUSTER 2 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Name: _____

Date: _____



NOTICE

Monday

Notice what the people do in the first article.

What did the Spanish settlers do in Texas? Copy the words that show their goals.



CHOOSE

Tuesday

Choose how the people are alike.

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



SHOW

Wednesday

Show the similarity in the second text.

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



OWN

Thursday

Own the comparison.

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



DEFEND

Friday

Defend against the trap.

How are the main people connected by the way they relied on others?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 9 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 2 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM SPANISH RULE	LINE FROM A HARVEST	WHAT MAKES THE PEOPLE ALIKE

Self-Check

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

Paired Passages Tracking Sheet

Week 10 of 36

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

GRADE 5 • CLUSTER 2 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Name: _____

Date: _____



NOTICE

Monday

Notice what causes the Spanish to act.

What caused the Spanish to build settlements? Copy the words that show the cause.



CHOOSE

Tuesday

Choose the shared cause.

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



SHOW

Wednesday

Show the cause in the second text.

Which sentence from the Harvest text supports the idea that survival needs caused action?



OWN

Thursday

Own the shared cause.

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



DEFEND

Friday

Defend against the trap.

How does the cause of action in one text relate to the other?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 10 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 2 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Your turn.

Write the shared cause. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM SPANISH RULE	LINE FROM A HARVEST	THE SHARED CAUSE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what causes people to act.			
I can choose a cause found in both texts.			
I can prove a cause with a line from each text.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 11 of 36

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

GRADE 5 • CLUSTER 2 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail in the Harvest text.

What detail about a specific person appears in the Harvest? Copy the words.



CHOOSE

Tuesday

Choose the detail in only one text.

Which detail is in the Harvest but not the Spanish text? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show that the detail is missing.

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



OWN

Thursday

Own the distinction.

Write one sentence about a detail found in only one text.



DEFEND

Friday

Defend against the trap.

How is the Harvest different from the Spanish text in connecting settlers to specific people?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 11 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 2 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Your turn.

Write one detail from only one text. Name the text and explain why it is missing from the other.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail from only one text. Name which text it belongs to.

DETAIL FROM ONLY ONE TEXT	WHICH TEXT?	WHY IT IS MISSING FROM THE OTHER

Self-Check

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

Paired Passages Tracking Sheet

Week 12 of 36

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

GRADE 5 • CLUSTER 2 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Name: _____

Date: _____



NOTICE

Monday

Notice a conclusion the first text supports.

What conclusion does the Spanish text support? Copy the words that show it.



CHOOSE

Tuesday

Choose the conclusion both texts support.

What conclusion do both texts support? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the conclusion in the second text.

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



OWN

Thursday

Own the conclusion.

Write one sentence that states a conclusion both texts support.



DEFEND

Friday

Defend against the trap.

How do both texts support the conclusion that settlements had lasting effects?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 12 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 2 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “Spanish Rule in Early Texas and A Harvest to Remember”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM SPANISH RULE	LINE FROM A HARVEST	THE CONCLUSION THEY SUPPORT

Self-Check

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

Paired Passages Tracking Sheet

Week 13 of 36

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

GRADE 5 • CLUSTER 3 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “Our Rights, Our Voices and A Voice of Their Own”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the poem.

What idea does the poem develop? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in both.

What idea do both texts develop? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the idea in the drama.

Which sentence from the drama supports the idea that people deserve a voice?



OWN

Thursday

Own the connection.

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



DEFEND

Friday

Defend against the trap.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 13 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 3 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “Our Rights, Our Voices and A Voice of Their Own”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE POEM	LINE FROM THE DRAMA	THE IDEA THEY DEVELOP

Self-Check

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

Paired Passages Tracking Sheet

Week 14 of 36

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

GRADE 5 • CLUSTER 3 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “Our Rights, Our Voices and A Voice of Their Own”

Name: _____

Date: _____



NOTICE

Monday

Notice a line in the poem about protection.

What idea does the poem line express? Copy the words and explain the meaning.



CHOOSE

Tuesday

Choose the matching line.

Which drama line matches the poem? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show why the match works.

Which sentence from the drama supports a similar idea to the poem about rights?



OWN

Thursday

Own the match.

Write one sentence about how a poem line and a drama line express the same idea.



DEFEND

Friday

Defend against the trap.

How does the drama line relate to the poem line about rights?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 14 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 3 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “Our Rights, Our Voices and A Voice of Their Own”

Your turn.

Find one matching pair of lines. Write the idea they share.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more pair of matching lines from the poem and drama. Name a trap someone might choose.

LINE FROM THE POEM	LINE FROM THE DRAMA	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what a line means.			
I can choose a matching line from another text.			
I can explain why two lines match.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 15 of 36

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

GRADE 5 • CLUSTER 3 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “Our Rights, Our Voices and Words That Changed a Nation”

Name: _____

Date: _____



NOTICE

Monday

Notice the purpose of the poem.

What is the poem's purpose? Copy the words that show why it was written.



CHOOSE

Tuesday

Choose the difference in purpose.

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



SHOW

Wednesday

Show the different purpose in the article.

Which detail from the article supports the idea that it has a different purpose from the poem?



OWN

Thursday

Own the difference in purpose.

Write one sentence about how the purposes of the poem and article are different.



DEFEND

Friday

Defend against the trap.

How is the purpose of the poem different from the purpose of the article?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 15 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 3 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES

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

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE POEM	LINE FROM THE ARTICLE	THE PURPOSE DIFFERENCE

Self-Check

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

Paired Passages Tracking Sheet

Week 16 of 36

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

GRADE 5 • CLUSTER 3 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “Our Rights, Our Voices and Words That Changed a Nation”

Name: _____

Date: _____



NOTICE

Monday

Notice the idea in the poem.

What idea does the poem develop? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea in both.

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



SHOW

Wednesday

Show the idea in the article.

Which sentence from the article supports the idea that rights belong to everyone?



OWN

Thursday

Own the idea.

Write one sentence about an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

How are the texts connected by the idea that rights protect people?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 16 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 3 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES

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

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE POEM	LINE FROM THE ARTICLE	THE IDEA THEY DEVELOP

Self-Check

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

Paired Passages Tracking Sheet

Week 17 of 36

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

GRADE 5 • CLUSTER 4 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “The Garden That Wouldn’t Grow and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice the experience in the article.

What does Kendrix experience when her plan fails? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared experience.

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



SHOW

Wednesday

Show the experience in the poem.

Which sentence from the poem supports the idea that trying again leads to growth?



OWN

Thursday

Own the connection.

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



DEFEND

Friday

Defend against the trap.

How are the experiences connected by the idea that mistakes lead to growth?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 17 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 4 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “The Garden That Wouldn’t Grow and Try, Learn, Change”

Your turn.

Write one shared experience. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows the experience of learning. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE SHARED EXPERIENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice an experience in one text.			
I can choose a shared experience.			
I can prove a shared experience with a line from each text.			
I can name an Only one text trap.			

Paired Passages Tracking Sheet

Week 18 of 36

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

GRADE 5 • CLUSTER 4 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “The Garden That Wouldn’t Grow and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice the close view in the article.

How does the article give a close view? Name three specific details it includes.



CHOOSE

Tuesday

Choose the difference in scope.

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



SHOW

Wednesday

Show the broad view in the poem.

Which detail from the poem supports the idea that the poem takes a broader view?



OWN

Thursday

Own the difference.

Write one sentence about the difference in scope between the two texts.



DEFEND

Friday

Defend against the trap.

How do the article and the poem differ in the way each connects mistakes to learning?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Paired Passages Tracking Sheet (Back)

Week 18 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 4 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “The Garden That Wouldn't Grow and Try, Learn, Change”

Your turn.

Write one scope difference. Copy one detail from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

DETAIL FROM THE ARTICLE (CLOSE VIEW)	DETAIL FROM THE POEM (BROAD VIEW)	THE SCOPE DIFFERENCE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the scope of one text.			
I can choose a difference in scope.			
I can prove a scope difference with a detail from each text.			
I can name a Similarity, not a difference trap.			

Paired Passages Tracking Sheet

Week 19 of 36

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

GRADE 5 • CLUSTER 4 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “Words That Changed a Nation and From Tension to Revolution”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the first text.

What message does the author develop about why colonists acted? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared message.

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



SHOW

Wednesday

Show the message in the second text.

How does the second text develop the same message as the first? Copy one line from the second text.



OWN

Thursday

Own the connection.

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



DEFEND

Friday

Defend against the trap.

Both texts show the colonies would have stayed loyal if taxes were lowered. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 19 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 4 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES

from “Words That Changed a Nation and From Tension to Revolution”

Your turn.

Write one message both authors share. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows the message about voice. Name a trap someone might choose.

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

Self-Check

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

Paired Passages Tracking Sheet

Week 20 of 36

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

GRADE 5 • CLUSTER 4 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “Words That Changed a Nation and From Tension to Revolution”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail unique to one text.

What detail does only one text include? Copy the words that show it.



CHOOSE

Tuesday

Choose the unique information.

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



SHOW

Wednesday

Show what makes the detail unique.

Why does the detail about unalienable rights belong to only one text? Copy one line.



OWN

Thursday

Own the analysis.

Write one sentence naming a detail found in one text but not the other.



DEFEND

Friday

Defend against the trap.

Only Words That Changed a Nation describes the Sons of Liberty. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 20 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 4 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “Words That Changed a Nation and From Tension to Revolution”

Your turn.

Write one detail found in only one text. Copy one line from the text that includes it.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more detail unique to each text. Name a trap someone might choose.

DETAIL FROM TEXT 1 ONLY	DETAIL FROM TEXT 2 ONLY	HOW I VERIFIED

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find a detail that belongs to only one text.			
I can choose information unique to one text.			
I can prove a detail is absent from the other text.			
I can name a Texts switched trap.			

Paired Passages Tracking Sheet

Week 21 of 36

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

GRADE 5 • CLUSTER 5 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “A Visit to the Workshop and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice how a problem is solved.

How do people solve problems in the story? Copy the words that show it.



CHOOSE

Tuesday

Choose how both texts are alike.

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



SHOW

Wednesday

Show the similarity in the poem.

How does the poem show the same kind of problem solving as the story? Copy one line from the poem.



OWN

Thursday

Own the comparison.

Write one sentence comparing how people solve problems in both texts.



DEFEND

Friday

Defend against the trap.

Both texts show Edison invented the light bulb by himself. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 21 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 5 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “A Visit to the Workshop and Try, Learn, Change”

Your turn.

Write one similarity between the two texts. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows observation or testing. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE POEM	THE APPROACH THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a problem is solved in one text.			
I can choose how two texts are alike.			
I can prove a comparison with a line from each text.			
I can name a Right detail, wrong idea trap.			

Paired Passages Tracking Sheet

Week 22 of 36

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

GRADE 5 • CLUSTER 5 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “A Visit to the Workshop and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice who the story describes.

Who does the story describe? Copy the words that show what they are doing.



CHOOSE

Tuesday

Choose the difference.

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



SHOW

Wednesday

Show the difference in the poem.

How are the people in the poem different from the people in the story? Copy one line from the poem.



OWN

Thursday

Own the difference.

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



DEFEND

Friday

Defend against the trap.

Both texts describe people who learn from their mistakes. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 22 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 5 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “A Visit to the Workshop and Try, Learn, Change”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE STORY	LINE FROM THE POEM	THE DIFFERENCE THEY SHOW

Self-Check

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

Paired Passages Tracking Sheet

Week 23 of 36

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

GRADE 5 • CLUSTER 5 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “A Difficult Compromise and Our Rights, Our Voices”

Name: _____

Date: _____



NOTICE

Monday

Notice a conclusion in the article.

What conclusion does the article develop? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared conclusion.

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



SHOW

Wednesday

Show the conclusion in the poem.

How does the poem support the same conclusion as the article? Copy one line from the poem.



OWN

Thursday

Own the conclusion.

Write one sentence stating a conclusion both texts support.



DEFEND

Friday

Defend against the trap.

Both texts conclude the president has the most power. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 23 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 5 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “A Difficult Compromise and Our Rights, Our Voices”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text about rules and rights. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE CONCLUSION THEY SUPPORT

Self-Check

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

Paired Passages Tracking Sheet

Week 24 of 36

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

GRADE 5 • CLUSTER 5 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “A Difficult Compromise and Our Rights, Our Voices”

Name: _____

Date: _____



NOTICE

Monday

Notice how change affected people.

How does the change described in the article affect people? Copy the words that show it.



CHOOSE

Tuesday

Choose how both texts show this.

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



SHOW

Wednesday

Show the effect in the poem.

How does the poem show that change affects people? Copy one line from the poem.



OWN

Thursday

Own the comparison.

Write one sentence explaining how both texts show that change affects people.



DEFEND

Friday

Defend against the trap.

Both texts are about the government. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 24 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 5 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “A Difficult Compromise and Our Rights, Our Voices”

Your turn.

Write one way both texts show change affects people. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows how a rule affected someone. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	HOW CHANGE AFFECTS PEOPLE

Self-Check

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

Paired Passages Tracking Sheet

Week 25 of 36

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

GRADE 5 • CLUSTER 6 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “A Voice in the Community and One Voice Can Start a Wave”

Name: _____

Date: _____



NOTICE

Monday

Notice an effect in the article.

What effect does the article describe when people speak up? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared effect.

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



SHOW

Wednesday

Show the effect in the poem.

How does the poem describe the same effect as the article? Copy one line from the poem.



OWN

Thursday

Own the comparison.

Write one sentence naming an effect described in both texts.



DEFEND

Friday

Defend against the trap.

Both texts describe voting in a local election. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 25 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 6 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “A Voice in the Community and One Voice Can Start a Wave”

Your turn.

Write one effect described in both texts. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows voices leading to change. Name a trap someone might choose.

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE EFFECT THEY DESCRIBE

Self-Check

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

Paired Passages Tracking Sheet

Week 26 of 36

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

GRADE 5 • CLUSTER 6 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “A Voice in the Community and One Voice Can Start a Wave”

Name: _____

Date: _____



NOTICE

Monday

Notice how the article presents ideas.

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



CHOOSE

Tuesday

Choose the difference in presentation.

How do the texts present ideas differently? Write the letter and the trap name for one wrong choice.



SHOW

Wednesday

Show the difference in the poem.

How does the poem present ideas differently from the article? Copy one line from the poem.



OWN

Thursday

Own the difference.

Write one sentence describing how the texts present ideas differently.



DEFEND

Friday

Defend against the trap.

Both texts encourage people to participate. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 26 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 6 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES

from “A Voice in the Community and One Voice Can Start a Wave”

Your turn.

Write one difference in how the texts present ideas. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text that shows the author's method. Name a trap someone might choose.

METHOD IN THE ARTICLE	METHOD IN THE POEM	HOW THEY DIFFER

Self-Check

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

Paired Passages Tracking Sheet

Week 27 of 36

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

GRADE 5 • CLUSTER 6 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “A Gift that Welcomed Millions and Words That Changed a Nation”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea in the story.

What idea does the story develop about Rosa's family? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared idea.

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



SHOW

Wednesday

Show the idea in the article.

How does the article develop the same idea as the story? Copy one line from the article.



OWN

Thursday

Own the connection.

Write one sentence stating an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

Both texts show all immigrants became successful quickly. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 27 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 6 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES
from “A Gift that Welcomed Millions and Words That Changed a Nation”

Your turn.

Write one idea developed in both texts. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text about freedom or bold action. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE ARTICLE	THE IDEA THEY DEVELOP

Self-Check

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

Paired Passages Tracking Sheet

Week 28 of 36

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

GRADE 5 • CLUSTER 6 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “A Gift that Welcomed Millions and Words That Changed a Nation”

Name: _____

Date: _____



NOTICE

Monday

Notice what the story suggests about community.

What does the story suggest about community? Copy the words that show it.



CHOOSE

Tuesday

Choose what both suggest about community.

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



SHOW

Wednesday

Show the suggestion in the article.

How does the article suggest the same idea about community? Copy one line from the article.



OWN

Thursday

Own the connection to society.

Write one sentence explaining what both texts suggest about society.



DEFEND

Friday

Defend against the trap.

Both texts prove America has always given equal rights to everyone. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 28 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 6 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES
from “A Gift that Welcomed Millions and Words That Changed a Nation”

Your turn.

Write what both texts suggest about society. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text about people working together. Name a trap someone might choose.

LINE FROM THE STORY	LINE FROM THE ARTICLE	WHAT THEY SUGGEST ABOUT SOCIETY

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice what a text suggests about community.			
I can choose an idea about society in both texts.			
I can prove the connection with a line from each text.			
I can name a Goes too far trap.			

Paired Passages Tracking Sheet

Week 29 of 36

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

GRADE 5 • CLUSTER 7 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice the message in the first poem.

What message does the first poem develop? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared message.

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



SHOW

Wednesday

Show the message in the second poem.

How does the second poem share the same message? Copy one line from the second poem.



OWN

Thursday

Own the message.

Write one sentence stating a message found in both poems.



DEFEND

Friday

Defend against the trap.

Both poems are about change. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 29 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 7 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES

from “One Voice Can Start a Wave and Try, Learn, Change”

Your turn.

Write one message both poems share. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

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

Self-Check

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

Paired Passages Tracking Sheet

Week 30 of 36

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

GRADE 5 • CLUSTER 7 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice a detail that builds an idea.

What idea does the detail about voices forming a call help build? Copy the detail.



CHOOSE

Tuesday

Choose the idea both build.

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



SHOW

Wednesday

Show how a detail builds the idea.

How does a detail in the second poem express the same idea? Copy one detail from the second poem.



OWN

Thursday

Own the analysis.

Write one sentence explaining how details in both poems express a similar idea.



DEFEND

Friday

Defend against the trap.

Both poems use broken bulbs to show failure is the end. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 30 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 7 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Your turn.

Write how details in both poems express one idea. Copy one detail from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

DETAIL FROM POEM 1	DETAIL FROM POEM 2	THE IDEA THEY EXPRESS

Self-Check

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

Paired Passages Tracking Sheet

Week 31 of 36

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

GRADE 5 • CLUSTER 7 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice the view in the first poem.

What view of change does the first poem take? Copy the words that show it.



CHOOSE

Tuesday

Choose the difference in views.

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



SHOW

Wednesday

Show the different view in the second poem.

How does the second poem view change differently? Copy one line from the second poem.



OWN

Thursday

Own the difference.

Write one sentence describing how the two poems' views of change differ.



DEFEND

Friday

Defend against the trap.

Both poems view change as requiring effort. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 31 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 7 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Your turn.

Write one difference between the poems' views. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that shows its view of change. Name a trap someone might choose.

VIEW IN POEM 1	VIEW IN POEM 2	HOW THEY DIFFER

Self-Check

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

Paired Passages Tracking Sheet

Week 32 of 36

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

GRADE 5 • CLUSTER 7 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea that connects to real life.

What idea from the first poem could help someone facing a choice? Copy the words that show it.



CHOOSE

Tuesday

Choose the idea that helps a reader.

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



SHOW

Wednesday

Show the idea in the second poem.

How does the second poem develop the same helpful idea? Copy one line from the second poem.



OWN

Thursday

Own the connection to life.

Write one sentence explaining how an idea from both poems could help you face a choice.



DEFEND

Friday

Defend against the trap.

Both poems teach you should always ask a teacher. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 32 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 7 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES from “One Voice Can Start a Wave and Try, Learn, Change”

Your turn.

Write one idea from both poems that could help you. Copy one line from each poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each poem that could help a real person. Name a trap someone might choose.

LINE FROM POEM 1	LINE FROM POEM 2	HOW THIS HELPS A READER

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice how a poem's idea connects to real life.			
I can choose an idea from both poems that helps a reader.			
I can prove the idea with a line from each poem.			
I can name a Not in either text trap.			

Paired Passages Tracking Sheet

Week 33 of 36

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

GRADE 5 • CLUSTER 8 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES

from “From Protest to Participation: How a Nation Changes and One Voice Can Start a Wave”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea in the article.

What idea does the article develop about citizenship? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared idea.

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



SHOW

Wednesday

Show the idea in the poem.

How does the poem develop the same idea as the article? Copy one line from the poem.



OWN

Thursday

Own the connection.

Write one sentence stating an idea developed in both texts.



DEFEND

Friday

Defend against the trap.

Both texts are about American history. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 33 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 8 • MODULE 1 • TEKS 5.6(E) • PAIRED PASSAGES

from “From Protest to Participation: How a Nation Changes and One Voice Can Start a Wave”

Your turn.

Write one idea developed in both texts. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM THE ARTICLE	LINE FROM THE POEM	THE IDEA THEY DEVELOP

Self-Check

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

Paired Passages Tracking Sheet

Week 34 of 36

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

GRADE 5 • CLUSTER 8 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES

from “How Change Happens: Observe, Adapt, Test, and Improve and Try, Learn, Change”

Name: _____

Date: _____



NOTICE

Monday

Notice the focus of the article.

What does the article focus on most? Copy the words that show it.



CHOOSE

Tuesday

Choose the difference in focus.

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



SHOW

Wednesday

Show the different focus in the poem.

How does the poem focus differently from the article? Copy one line from the poem.



OWN

Thursday

Own the difference.

Write one sentence describing how the texts focus differently.



DEFEND

Friday

Defend against the trap.

How are the two texts connected? Tell how each one presents the turtle and orca example.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 34 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 8 • MODULE 2 • TEKS 5.6(E) • PAIRED PASSAGES

from “How Change Happens: Observe, Adapt, Test, and Improve and Try, Learn, Change”

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

FOCUS OF THE ARTICLE	FOCUS OF THE POEM	HOW THEY DIFFER

Self-Check

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

Paired Passages Tracking Sheet

Week 35 of 36

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

GRADE 5 • CLUSTER 8 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES

from “Six Turning Points: What Made Change Happen? and Words That Changed a Nation”

Name: _____

Date: _____



NOTICE

Monday

Notice a conclusion in the first text.

What conclusion does the first text develop? Copy the words that show it.



CHOOSE

Tuesday

Choose the strongest conclusion.

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



SHOW

Wednesday

Show the conclusion in the second text.

How does the second text support the same conclusion? Copy one line from the second text.



OWN

Thursday

Own the conclusion.

Write one sentence stating the conclusion best supported by both texts.



DEFEND

Friday

Defend against the trap.

Both texts prove the Revolution solved every problem. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 35 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 8 • MODULE 3 • TEKS 5.6(E) • PAIRED PASSAGES

from “Six Turning Points: What Made Change Happen? and Words That Changed a Nation”

Your turn.

Write the strongest conclusion from both texts. Copy one line from each text.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find one more line from each text about evidence and consequences. Name a trap someone might choose.

LINE FROM TEXT 1	LINE FROM TEXT 2	THE CONCLUSION THEY SUPPORT

Self-Check

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

Paired Passages Tracking Sheet

Week 36 of 36

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

GRADE 5 • CLUSTER 8 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES

from “The Change Files: How Questions Become Decisions and A Voice in the Community”

Name: _____

Date: _____



NOTICE

Monday

Notice an idea in the first text.

What idea does the first text develop about decisions? Copy the words that show it.



CHOOSE

Tuesday

Choose the shared idea.

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



SHOW

Wednesday

Show the idea in the second text.

How does the second text develop the same idea? Copy one line from the second text.



OWN

Thursday

Own the connection.

Write one sentence stating an idea found in both texts and connect it to your life.



DEFEND

Friday

Defend against the trap.

Both texts say Kendrix's experiment proves all decisions should be scientific. Why is this a trap? Name the trap.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Paired Passages Tracking Sheet (Back)

Week 36 of 36

Show what you know and hunt for paired passages.

GRADE 5 • CLUSTER 8 • MODULE 4 • TEKS 5.6(E) • PAIRED PASSAGES

from “The Change Files: How Questions Become Decisions and A Voice in the Community”

Your turn.

Write one idea found in both texts. Copy one line from each text and connect to your life.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

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

LINE FROM TEXT 1	LINE FROM TEXT 2	THE IDEA THEY SHARE

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can find an idea in one text.			
I can connect an idea across two texts.			
I can defend my analysis against traps.			
I can relate the idea to my own experience.			