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# GRADE 5

## CLUSTER 5

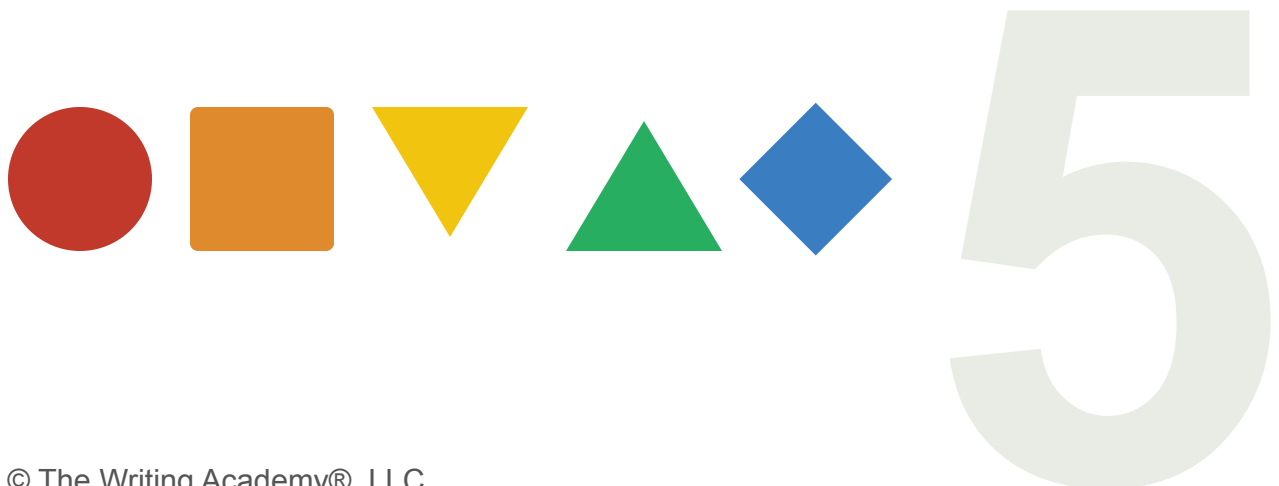
Paired-Passage ECR: One Answer, Two Texts

**Module 1 · Balanced Evidence Across Paired Passages**

**Module 2 · HOW Responses: Similarities, Differences, and Relationships**

**Module 3 · Building a Conclusion That Finishes the Thinking**

**Module 4 · Color Coding the Exemplar and Controlling the Whole Paper**



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THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

# Balanced Evidence Across Paired Passages

Grade 5 | Cluster 5 | Module 1

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**Grade:** 5

**Cluster:** 5, Extended Constructed Response (ECR) with balanced evidence across paired passages

**Module:** 1 of the cluster

**Primary Instructional Category:** Informative Writing / Extended Constructed Response (ECR)

**Module Title:** Balanced Evidence Across Paired Passages

**Content Connection / Passage Titles:** "A Difficult Compromise" and "A Visit to the Workshop"

**Primary TEKS:** [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#), and [5.11\(B\)\(ii\)](#)

**Approximate Daily Instructional Time:** 15 minutes per day, across five days

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## Response Strand (7-Strand) TEKS Woven Into This Module

The response strand is woven into the paired-passage work. The breakouts below name the reading, speaking, and evidence habits students use while building one complete explanation from both passages.

- **5.11(B)(ii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.
- **5.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.
- **5.12(B)(ii)** compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.
- **5.12(B)(iii)** compose informational texts, including brief compositions that convey information about a topic, using craft.
- **5.11(C)(vii)** revise drafts by adding ideas for clarity.
- **5.11(C)(viii)** revise drafts by deleting ideas for clarity.
- **5.11(D)(xx)** edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences.

### 1. A Little Inspiration Goes a Long Way!

This module opens with a habit that keeps paired-passage writing complete: one answer uses both texts. Students learn to find one accurate detail from Passage 9 and one accurate detail from Passage 10, connect the details in one sentence, and explain the relationship.

#### TEACHER SCRIPT

*"Students learn to synthesize when we teach them to honor the evidence in both texts, not choose the easier one."*

**Connection to this week's thinking:** the class identifies the problem or conflict, action or decision, outcome, and what remains in each passage. Students then use a SET introduction, balanced evidence, a thesis (central idea), purposeful transitions, and a conclusion that finishes the thinking.

### 2. Why This Module Matters

Students learn that a paired-passage response is incomplete when it uses only the easier passage or places two summaries side by side. The governing habit is "BOTH passages = complete answer." A complete explanation names both sources, keeps the evidence accurate, connects one detail from each passage in a sentence, and explains the shared idea while protecting the important difference in context and consequence.

**Where it fits into writing:** this module develops an informative ECR response. Students compose a clear central idea, organize ideas with purposeful transitions, revise for clarity, and edit compound sentences after the meaning is complete.

**Why it matters beyond this assignment:** readers and writers often compare situations that share a pattern but do not have equal stakes. Balanced evidence lets students synthesize responsibly rather than flattening important differences.

### 3. Module Essential / Overarching Question

**How does balanced evidence from both passages turn a partial paired-passage response into a complete explanation?**

Students record first thinking before reading, return to the question during the five-day lesson, and answer it at the end in a separate closure section.

**My First Thinking:**

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**My Thinking After Reading Both Passages:**

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**What changed in my thinking?**

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## Family Communication

### 4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking a student is practicing. This page gives families a clear picture of the week's learning, open questions for conversation, and simple activities that require no special materials. The focus is not on a longer response. It is on an accurate answer that honors both passages and explains the connection.

**How to Send It:** copy the English or Spanish letter in the language each family prefers, or send both. Conversation starters and family activities can be shared in a class stream, on paper, or during a family conference.

### 5. Family Letter (English)

Dear Families,

This week your fifth grader is learning to use balanced evidence across paired passages. The class will read “A Difficult Compromise,” a nonfiction passage about representation and the Three-Fifths Compromise, and “A Visit to the Workshop,” historical fiction about Zaylen's visit to Thomas Edison's workshop. The passages can be connected by careful thinking, but they are not the same kind of situation. One examines an unjust political decision affecting enslaved people, while the other follows a team working to improve electric light.

Students will use the HABIT, “BOTH passages = complete answer.” They will locate accurate evidence, name what the evidence does, and explain its meaning instead of placing two summaries beside each other. The goal is a complete explanation that is faithful to both texts and clear about the different consequences within them.

At home, ask your student to name one detail from each passage and explain what the two details prove together. Invite a second question: “What important difference should we keep clear?” A short, accurate explanation with visible thinking is more valuable than a long response that only repeats information.

With appreciation, Your student's teacher, The Writing Academy®, LLC

### 6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado aprenderá a usar evidencia equilibrada en pasajes emparejados. La clase leerá “A Difficult Compromise”, un pasaje de no ficción sobre la representación y el Compromiso de los Tres Quintos, y “A Visit to the Workshop”, ficción histórica sobre la visita de Zaylen al taller de Thomas Edison. Los pasajes se pueden relacionar con pensamiento cuidadoso, pero no describen el mismo tipo de situación. Uno considera una decisión política injusta que afectó a personas esclavizadas y el otro sigue a un equipo que mejora la luz eléctrica.

Los estudiantes usarán el HÁBITO “BOTH passages = complete answer.” Buscarán evidencia correcta, nombrarán el trabajo que hace la evidencia y explicarán su significado en vez de colocar dos

resúmenes uno al lado del otro. La meta es una explicación completa que sea fiel a los dos textos y que mantenga claras las diferentes consecuencias.

En casa, pida a su estudiante que señale un detalle de cada pasaje y explique qué prueban juntos. Después pregunte: “¿Qué diferencia importante debemos mantener clara?” Una explicación breve y correcta que muestre el pensamiento vale más que una respuesta larga que solo repite información.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

## 7. Family Conversation Starters

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- What is the difference between making progress and fully solving a problem?
- Which detail from each passage shows that work remains?
- Why is a paired answer incomplete if it uses only one source?
- How can two situations share a pattern without having the same consequences?
- What action helped move each situation forward in each passage?
- Which transition would help connect your two details: both, however, while, or unlike?

## 8. Simple Family Activities

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Both activities end in a conversation and ask for accurate examples from two familiar sources or events.

### Family Activity: Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally finish, “Together, these details show \_\_\_\_.” Ask the student to explain why each detail belongs in the sentence.

### Family Activity: Sentence Job Check

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise one sentence so its job is clearer. The answer is complete when both examples are accurate and the explanation names the relationship.

### Family Reflection

Ask: “Did we use both examples? Did we say how they connect? Did we keep an important difference clear?”

## Teacher Road Map

### 9. Teacher Navigation Key

Symbols replace color as the guide's navigation system. Use the same symbols on the daily lesson pages and whenever the guide marks a teaching, learning, or assessment move.

- **TEACH** : teacher explicitly teaches or models the standard
  - **LEARN** : student practices or develops the standard
  - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language in quotation marks
- Class Slide** : corresponding click-along slide or displayed direction

### 10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to evidence produced by balanced paired-passage work.

| GRADUATE Stage    | Evidence Role | What It Shows                                                                                                 |
|-------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| Gather            | ■ TEACH       | Students meet the module habit and the complete paired-passage purpose.                                       |
| Reveal            | ■ TEACH       | The teacher models how one detail from each source becomes connected evidence.                                |
| Attempt           | ○ LEARN       | Students rehearse source accuracy, evidence jobs, and the relationship between details.                       |
| Discuss           | ○ LEARN       | Students explain a shared pattern and protect the difference in context and consequence.                      |
| Use               | ✓ ASSESS      | Students independently build a paired explanation from both passages.                                         |
| Award             | ✓ ASSESS      | Students point to a real sentence that demonstrates balanced evidence or clear explanation.                   |
| Target            | ✓ ASSESS      | Students choose one visible next step connected to evidence, explanation, structure, conclusion, or revision. |
| Explain / Educate | ✓ ASSESS      | Students teach the paired-passage habit and answer the overarching question with precise evidence.            |

### 11. Module at a Glance

| Field            | This Module                                                                                                                |
|------------------|----------------------------------------------------------------------------------------------------------------------------|
| Cluster / Module | Grade 5, Cluster 5, Module 1                                                                                               |
| Module Category  | Informative Writing / Extended Constructed Response, balanced evidence across paired passages                              |
| Primary TEKS     | <a href="#">5.11(B)(iii)</a> , <a href="#">5.12(B)(i)</a> , <a href="#">5.12(B)(ii)</a> , and <a href="#">5.12(B)(iii)</a> |
| Primary Breakout |                                                                                                                            |

|                     |                                                                                                                                                                                     |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | Develop drafts into a focused, structured, coherent piece using purposeful structure and transitions; compose an informational text with a clear central idea.                      |
| Revising TEKS       | <b>5.11(C)(vii)</b> add ideas for clarity; <b>5.11(C)(viii)</b> delete ideas for clarity.                                                                                           |
| Editing TEKS        | <b>5.11(D)(ii)</b> , <b>5.11(D)(iii)</b> , <b>5.11(D)(iv)</b> , <b>5.11(D)(v)</b> , and <b>5.11(D)(xx)</b> .                                                                        |
| Content Connection  | “A Difficult Compromise,” nonfiction, and “A Visit to the Workshop,” historical fiction.                                                                                            |
| Daily Lesson Time   | 15 minutes per day, five days                                                                                                                                                       |
| Weekly GRADUATE Map | Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate                                                                            |
| Student Product     | A complete paired-passage explanation with a SET introduction, relevant evidence from Passage 9 and Passage 10, a visible connection, transitions, and a revision-and-editing pass. |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will identify the problem or conflict, action or decision, outcome, and what remains in both passages; use evidence from both passages to prove one shared idea; explain why two accurate details belong together; write a SET introduction; and revise for clarity before editing conventions.

#### I Will Statements

- I will honor both sources instead of choosing the easier passage.
- I will track accurate details in Passage 9 and Passage 10.
- I will write a SET introduction before drafting my explanation.
- I will connect one piece of evidence from each passage in one sentence.
- I will revise for clarity and then edit my compound sentences.

#### I Can Statements

- I can identify the problem, action or decision, outcome, and what remains in both passages.
- I can use evidence from both passages to prove one shared idea.
- I can explain why two accurate details belong together.
- I can write a conclusion that finishes the thinking.

#### CLASS SLIDE

Both passages are present. Both details are accurate. The explanation shows what the two details prove together.

### 13. Success Criteria

Students should know exactly what successful work looks like.

- Both passages are named or clearly used.
- One accurate detail from Passage 9 and one accurate detail from Passage 10 do real evidentiary work.
- The paired details are connected in one sentence that explains the relationship.
- The thesis (central idea) answers the prompt: one important step forward can still leave a larger problem unfinished.
- The response protects the difference between a morally unjust political decision and technical problem solving.
- The conclusion restates the central idea, refers to the evidence as a whole, and reflects the bigger picture.
- Revision for clarity happens before editing conventions.

### 14. Evidence That Will Demonstrate Mastery

The teacher collects evidence during the daily tasks and the independent product.

- During reading, the student labels a precise detail with a source and an evidence job.
- During discussion, the student paraphrases one detail from each passage and states what the pair proves together.

- During drafting, the student writes a SET introduction and uses purposeful transitions such as while, however, both, or unlike.
- During revision, the student adds or deletes words for clarity and keeps the important difference accurate.
- During editing, the student checks complete compound sentences, subject-verb agreement, boundaries, fragments, run-ons, splices, and commas.

## 15. TEKS Correlations

| TEKS                 | Student Expectation                                                                                                                      | Module Evidence                                                                             |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>5.11(B)(ii)</b>   | Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions. | SET introduction, connected evidence, transitions, and conclusion.                          |
| <b>5.12(B)(i)</b>    | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.             | Thesis (central idea) about progress and unfinished problems.                               |
| <b>5.12(B)(ii)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.            | Informative explanation, source-faithful evidence, transitions, and conclusion.             |
| <b>5.12(B)(iii)</b>  | Compose informational texts, including brief compositions that convey information about a topic, using craft.                            | Precise verbs, purposeful connection language, and a conclusion that finishes the thinking. |
| <b>5.11(C)(vii)</b>  | Revise drafts by adding ideas for clarity.                                                                                               | Add the explanation that tells what the paired details prove together.                      |
| <b>5.11(C)(viii)</b> | Revise drafts by deleting ideas for clarity.                                                                                             | Delete repeated summary or a detail that does not support the central idea.                 |
| <b>5.11(D)(ii)</b>   | Edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement.                       | Final sentence check after meaning revision.                                                |
| <b>5.11(D)(iii)</b>  | Edit drafts using standard English conventions, including complete compound sentences with avoidance of splices.                         | Check boundaries between independent clauses.                                               |
| <b>5.11(D)(iv)</b>   | Edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons.                         | Check that connected ideas have correct boundaries.                                         |
| <b>5.11(D)(v)</b>    | Edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments.                       | Check that each sentence has a complete thought.                                            |
| <b>5.11(D)(xx)</b>   | Edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences.                     | Check commas in connected compound sentences.                                               |

## 16. Standards Coverage Matrix

| Classification | TEKS                                                                                           | Student Expectation                                                                                  | Where It Occurs                                                 |
|----------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| PRIMARY        | <a href="#">5.11(B)(ii)</a>                                                                    | Develop drafts into focused, structured, coherent writing with purposeful structure and transitions. | SET model, Days 3 to 5, writing assignment.                     |
| PRIMARY        | <a href="#">5.12(B)(i)</a>                                                                     | Compose informational texts using a clear central idea.                                              | Prompt, exemplars, independent product.                         |
| PRIMARY        | <a href="#">5.12(B)(ii)</a>                                                                    | Compose informational texts using genre characteristics.                                             | Evidence, explanation, transitions, conclusion.                 |
| PRIMARY        | <a href="#">5.12(B)(iii)</a>                                                                   | Compose informational texts using craft.                                                             | Precise connection language and significance.                   |
| REVISE         | <a href="#">5.11(C)(vii)</a> ,<br><a href="#">5.11(C)(viii)</a>                                | Add and delete ideas for clarity.                                                                    | Days 3 and 4, intervention, enrichment.                         |
| EDIT           | <a href="#">5.11(D)(ii)</a> to<br><a href="#">5.11(D)(v)</a> ,<br><a href="#">5.11(D)(xx)</a>  | Edit complete compound sentences and punctuation.                                                    | Day 3 editing pass and writing assignment.                      |
| INTEGRATED     | <a href="#">5.11(B)(ii)</a> ,<br><a href="#">5.12(B)(ii)</a> ,<br><a href="#">5.12(B)(iii)</a> | Organize an informative paired-passage response with genre characteristics and craft.                | SET, connected evidence, transitions, conclusion, and revision. |

## 17. ELPS Correlations

| ELPS          | Domain    | Student Expectation                                                                                                   | Day Addressed     |
|---------------|-----------|-----------------------------------------------------------------------------------------------------------------------|-------------------|
| ELPS 1(E)(i)  | Listening | Demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification. | Days 1, 4, and 5. |
| ELPS 2(E)(i)  | Speaking  | Explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse.           | Days 1, 2, and 5. |
| ELPS 3(G)(ii) | Reading   | Demonstrate reading comprehension of content-area texts by paraphrasing.                                              | Days 2 and 3.     |
| ELPS 4(F)(ix) | Writing   | Write to explain or justify with supporting evidence using appropriate content for a specific purpose.                | Days 3 and 4.     |

### ELPS Woven Into Intervention

| ELPS         | Domain    | Student Expectation                                                | Intervention Evidence                                     |
|--------------|-----------|--------------------------------------------------------------------|-----------------------------------------------------------|
| ELPS 1(E)(i) | Listening | Restate, respond, paraphrase, summarize, or ask for clarification. | Student repeats the source-labeled detail before writing. |
| ELPS 2(E)(i) | Speaking  | Explain or discuss with increasing specificity.                    | Student says what the paired details prove together.      |

### ELPS Woven Into Enrichment

| ELPS          | Domain  | Student Expectation                                   | Enrichment Evidence                                                                        |
|---------------|---------|-------------------------------------------------------|--------------------------------------------------------------------------------------------|
| ELPS 3(G)(ii) | Reading | Paraphrase content-area texts.                        | Student paraphrases a political decision and a technical experiment without equating them. |
| ELPS 4(F)(ix) | Writing | Write to explain or justify with supporting evidence. | Student writes an important-difference paragraph with both sources.                        |

## 18. ELPS Linguistic Accommodations

| Proficiency Level | Language Objective and Access Support                                                                             |
|-------------------|-------------------------------------------------------------------------------------------------------------------|
| Pre-Production    | Point to Passage 9 and Passage 10, then point to a paired detail on a source-labeled chart.                       |
| Beginning         | Complete orally: "In Passage 9, I notice _____. In Passage 10, I notice _____."                                   |
| Intermediate      | Use: "Both details show _____, but Passage 9 _____ while Passage 10 _____."                                       |
| High Intermediate | Explain how one detail from each source supports the same thesis (central idea) while keeping a difference clear. |
| Advanced          | Independently write a SET introduction, connected evidence sentence, explanation, and conclusion.                 |

### Language Supports

- Provide source labels P9 and P10, a four-part evidence mat, and the bridge words both, however, while, and unlike.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Read the prompt aloud and define one needed word without supplying the evidence or explanation.
- Use frames: "In Passage 9, \_\_\_\_\_; in Passage 10, \_\_\_\_\_; together, these details show \_\_\_\_\_."
- Invite students to explain the relationship in a home language before rehearsing in English.

**Evidence of Access Without Reduced Rigor:** students may use visuals, word banks, oral frames, enlarged text, or speech-to-text, but each student still uses both passages and explains the relationship.

## 19. Language Domains

| Domain    | How This Module Builds It                                                                  |
|-----------|--------------------------------------------------------------------------------------------|
| Listening | Students listen to a complete paired detail and restate it before writing.                 |
| Speaking  | Students rehearse the module HABIT with a partner and explain what paired evidence proves. |
| Reading   | Students locate evidence in Passage 9 and Passage 10 and paraphrase it accurately.         |
| Writing   | Students build a response that makes the connection visible, then revise and edit it.      |

## 20. Rigor Safeguard

| Teachers MAY provide                                                                                                                                              | Teachers MAY NOT do for students                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Read a passage or prompt aloud, repeat directions, provide source labels, define a needed word, offer an oral frame, and provide enlarged text or speech-to-text. | Choose the evidence, write the relationship, erase an important difference, or supply the thesis (central idea), explanation, or conclusion. |

The student must still use both passages, select accurate evidence, explain the relationship, and finish the thinking.

## 21. Rigor & Cognitive Demand

| Level   | What Students Must Do                        | Expected Independence                 | Evidence of Thinking                                                  |
|---------|----------------------------------------------|---------------------------------------|-----------------------------------------------------------------------|
| Locate  | Find accurate details in both passages.      | Supported during the first rereading. | Names the correct source and detail.                                  |
| Analyze | Name the job or relationship of each detail. | Guided during partner work.           | Uses problem, action or decision, outcome, or what remains precisely. |

|            |                                                              |                          |                                                          |
|------------|--------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| Synthesize | Explain what paired evidence means together.                 | Independent by Day 3.    | Writes reasoning, not two summaries.                     |
| Evaluate   | Protect the important difference in context and consequence. | Independent in revision. | Does not equate political injustice with technical work. |

## 22. The Five Thinking Levels

| Level   | Thinking Stage       | Student Move                                                   | Module Evidence                                        |
|---------|----------------------|----------------------------------------------------------------|--------------------------------------------------------|
| Level 1 | Locate               | I can find one accurate detail.                                | Source-labeled evidence.                               |
| Level 2 | Sort                 | I can name the detail's job.                                   | Problem, action or decision, outcome, or what remains. |
| Level 3 | Connect              | I can pair one detail from each passage.                       | A complete sentence with both sources.                 |
| Level 4 | Synthesize           | I can explain what the paired details prove together.          | Reasoning that states the shared idea.                 |
| Level 5 | Protect Significance | I can preserve a difference and reflect on the bigger picture. | Conclusion that finishes the thinking.                 |

### The Progression of Thinking

| Level      | Hidden Question                              | Student Thinking                                            | Thinking Focus       |
|------------|----------------------------------------------|-------------------------------------------------------------|----------------------|
| Locate     | What exact detail matters?                   | I can name the source and detail.                           | Accuracy             |
| Sort       | What job does this detail do?                | I can label the detail.                                     | Evidence function    |
| Connect    | What belongs with it from the other passage? | I can pair one P9 detail with one P10 detail.               | Balanced evidence    |
| Synthesize | What do they prove together?                 | I can explain the relationship.                             | Shared idea          |
| Reflect    | What bigger picture remains?                 | I can state the significance and keep the difference clear. | Complete explanation |

## 23. Possible Teacher Misconceptions

| The Misconception                                      | What a Teacher Might Misunderstand                                                                                                        | Practical Self-Correction                                                                      |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| A student has synthesized after naming two details.    | The teacher may accept a list of one P9 detail and one P10 detail without a relationship sentence.                                        | Ask, “What do these details show together?” Require an explanation after the pair.             |
| The two situations should be treated as equal.         | The teacher may praise a response that compares political injustice and technical experimentation as if their consequences were the same. | Name the shared pattern, then preserve the difference in fairness, rights, and technical work. |
| More evidence automatically makes a response stronger. | The teacher may ask for extra details before the student explains the first pair.                                                         | Require one accurate detail from each source and a clear explanation before adding more.       |

## 24. Possible Student Misconceptions

| What Students May Misunderstand             | What a Teacher Might Notice                                                                      | Productive Repair                                                                      |
|---------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| One passage can do all the work.            | The response summarizes the compromise but never uses the workshop.                              | Require a source-labeled detail from each passage before the response can be complete. |
| Details are enough without thinking.        | The student lists the glowing bulb and the compromise but does not say what they prove together. | Ask, “What do the details show together?” and add the explanation sentence.            |
| The contexts are equal.                     | The student calls a political injustice and an experiment the same kind of problem.              | Name the shared pattern and the critical difference in stakes and consequence.         |
| Editing begins before the idea is complete. | The student checks commas while the response still lacks Passage 10 evidence.                    | Revise for meaning, balance, coherence, and clarity before conventions.                |

## Module Foundations: Review, Refresh & Readiness

### 25. TEKS Target

**Exact standards and breakouts being taught:** **5.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; **5.12(B)(ii)** use genre characteristics; **5.12(B)(iii)** use craft; **5.11(B)(ii)** organize with purposeful structure, including transitions; **5.11(C)(vii)** add ideas for clarity; and **5.11(C)(viii)** delete ideas for clarity. Editing follows revision through **5.11(D)(ii)**, **5.11(D)(iii)**, **5.11(D)(iv)**, **5.11(D)(v)**, and **5.11(D)(xx)**.

### 26. How I Say the Standard!

| TEKS says                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How I say it                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>5.11(B)</b> develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I can organize my ideas so Passage 9 and Passage 10 work together instead of becoming two separate summaries. |
| <b>5.11(C)</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I can add the missing explanation and delete details that do not help my reader understand the shared idea.   |
| <b>5.11(D)</b> edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. | I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.               |
| <b>5.12(B)</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I can write one clear thesis (central idea) that answers the prompt about both passages.                      |

## 27. This Week I Can...

**This week I can identify the problem, action or decision, outcome, and what remains in both passages; use one accurate detail from each passage; connect them in a sentence that explains the relationship; and finish my thinking with a conclusion.**

## 28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level nonfiction passage and a historical-fiction passage for meaning.
- Recognize that evidence is a specific detail from a source.
- Paraphrase a source idea without changing its meaning.
- Write a complete sentence with a subject and a predicate.
- Recognize that two events can share a pattern without having equal consequences.
- Use the DOT habit to mark an unfamiliar word and return to it.

## 29. Remember This! (60-Second Retrieval)

### TEACHER SCRIPT

*"In 60 seconds, name one problem and one result from a text you have read. Now name one exact detail that proves each part. Keep the source attached to every detail."*

This is retrieval only. Do not add a new lesson here.

## 30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

| Word                  | Student-Friendly Meaning                    | Use It Today                                        |
|-----------------------|---------------------------------------------|-----------------------------------------------------|
| evidence              | specific source details used as proof       | I name evidence from both passages.                 |
| explanation           | reasoning that tells what evidence means    | My explanation tells what the pair proves together. |
| thesis (central idea) | the central answer that controls a response | My thesis (central idea) answers the prompt.        |
| transition            | a word or phrase that connects ideas        | I use while, however, both, or unlike.              |
| significance          | why an idea matters beyond one detail       | My conclusion reflects the bigger picture.          |

## 31. Conventions Connection

Recursive conventions review for the week: a response is a complete explanation before it is an edited explanation. When students draft on Day 3 and revise on Day 4, they check that each sentence begins with a capital letter, contains a complete thought, and uses subject-verb agreement. After meaning is clear, students inspect compound-sentence boundaries, commas, splices, run-ons, and fragments in line with [5.11\(D\)\(ii\)](#), [5.11\(D\)\(iii\)](#), [5.11\(D\)\(iv\)](#), [5.11\(D\)\(v\)](#), and [5.11\(D\)\(xx\)](#).

## 32. Writing Connection

Balanced evidence is an organizational habit as well as a reading habit. The SET introduction states a broad purpose, refers to both sources, and gives the thesis (central idea). Body sentences pair one detail from each passage and explain the relationship. The conclusion restates the shared idea, refers to the evidence as a whole, and reflects the bigger picture.

### **33. Watch Out!**

---

- Do not let one passage do all the evidentiary work.
- Do not place two summaries side by side without a connected explanation.
- Do not erase the difference between a political injustice and technical problem solving.
- Do not begin punctuation editing while the response still lacks balance or explanation.
- Do not use “progress” as if every result were fair, final, or equally beneficial.

### **34. Ready Check**

---

Before Day 1, students should be able to point to Passage 9 and Passage 10, state that both are required, and complete the sentence: “A detail is evidence when it comes from the source and helps prove an idea.” The teacher should have clean copies, TRACKS copies, annotation guides, response pages, colored pencils or highlighters, and source-labeled activity cards ready.

### **35. Teacher Look-Fors**

---

- Student names the source before naming the detail.
- Student can say the detail's job: problem, action or decision, outcome, or what remains.
- Student can pair one P9 detail with one P10 detail.
- Student can say what the pair proves together.
- Student protects the critical difference between political injustice and technical experimentation.

## Vocabulary, Content & Preparation

### 36. Complete Tier 1 Vocabulary

**TEACHER SCRIPT**

*"These everyday words help you talk about both passages. Say the word, connect it to a detail, and explain how the word helps you understand the paired answer."*

| Word    | Student-Friendly Meaning                     | Paired-Passage Use                                |
|---------|----------------------------------------------|---------------------------------------------------|
| problem | something that needs attention or a solution | Both passages begin with a problem.               |
| action  | something a person does                      | The delegates and the workers take action.        |
| result  | what happens after an action                 | The compromise and the glowing bulb are results.  |
| change  | to become different                          | The workshop shows something changing.            |
| choice  | a decision between possibilities             | The convention makes a difficult choice.          |
| fair    | right and reasonable                         | Passage 9 asks whether representation was fair.   |
| work    | effort done to accomplish something          | The workshop remains at work late into the night. |
| share   | to use together or give a part               | Both passages share a pattern of continued work.  |
| help    | to make a task easier                        | The compromise helped the group move forward.     |
| plan    | steps for reaching a goal                    | The response plan pairs, explains, and concludes. |

### 37. Complete Tier 2 Vocabulary

#### TEACHER SCRIPT

*"These academic words help you name the work your writing is doing. Use one word when you rehearse your pair of details, and use another when you explain the relationship."*

| Word                  | Student-Friendly Meaning                        | Paired-Passage Use                                         |
|-----------------------|-------------------------------------------------|------------------------------------------------------------|
| evidence              | specific source details used as proof           | Name evidence from Passage 9 and Passage 10.               |
| explanation           | reasoning that tells what evidence means        | Explain what the paired details prove together.            |
| thesis (central idea) | the central answer that controls a response     | Use the thesis (central idea) to organize the response.    |
| transition            | a word or phrase that connects ideas            | Use while, however, both, or unlike.                       |
| paraphrase            | a source idea retold accurately in new words    | Paraphrase before explaining significance.                 |
| compare               | to explain meaningful similarities              | Compare the shared pattern of continued work.              |
| contrast              | to explain meaningful differences               | Contrast political consequence with technical consequence. |
| synthesize            | to combine evidence into a larger understanding | Synthesize one detail from each passage.                   |
| coherence             | clear, logical flow between ideas               | Check that the pair leads to the explanation.              |
| significance          | why an idea matters beyond one detail           | Use the conclusion to state the bigger picture.            |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

*"These passage and framework words carry important meaning. Use the word only when it matches the text, and support it with an exact detail."*

| Word                      | Pronunciation                        | Student-Friendly Meaning                                             |
|---------------------------|--------------------------------------|----------------------------------------------------------------------|
| Constitutional Convention | kon-sti-TOO-shuh-nul<br>kun-VEN-shun | the meeting where delegates worked on a new United States government |
| Three-Fifths Compromise   | three-FIFTHS KOM-pruh-mize           | an unfair historical formula used for representation                 |
| delegate                  | DEL-uh-git                           | a person chosen to represent others                                  |
| representation            | rep-rih-zen-TAY-shun                 | having a voice through people in government                          |
| experiment                | ik-SPAIR-uh-ment                     | a test used to learn how something works                             |
| Edison                    | ED-ih-sun                            | Thomas Edison, an inventor connected to electric-light testing       |
| consequence               | KON-si-kwens                         | what happens because of an action or decision                        |
| convention                | kun-VEN-shun                         | a formal meeting or an accepted practice                             |
| electrical                | ih-LEK-trih-kul                      | related to electricity                                               |
| injustice                 | in-JUS-tis                           | an unfair situation or action                                        |

**Oral Rehearsal:** use one Tier 2 word and one Tier 3 word in a complete sentence about both passages. A strong response may say, "The evidence shows a shared pattern of continued work, but the consequence of the political decision is an injustice while the experiment supports technical learning."

### 39. Background Knowledge & Teacher Context

---

**Passage 9:** “A Difficult Compromise” describes the 1787 debate over representation. The Three-Fifths Compromise helped the convention move forward while leaving the injustice of slavery and unequal rights unresolved.

**Passage 10:** “A Visit to the Workshop” is historical fiction. Zaylen watches Edison and workers test a light bulb. A promising result matters, but further testing and system-building remain.

#### The Paired-Passage Habit

**BOTH passages = complete answer.** One strong answer draws balanced evidence from both passages, one piece from each, connected in a sentence that explains the relationship. Never place two summaries side by side.

**Shared Pattern and Important Difference:** both texts show people responding to a difficult problem and taking a meaningful step. Do not treat the situations as equal. Passage 9 requires careful attention to fairness and human rights; Passage 10 focuses on iterative technical problem solving.

**Extended Source Conference Bank:** ask a student to locate the representation problem in Passage 9, paraphrase it, name its evidence job, and explain how it supports the prompt. Ask another student to locate a workshop detail about the glowing bulb, the workers' observations, or the dim streets and explain what it helps the reader understand about progress. Each conference ends with a student explanation.

## 40. Materials Needed

| Item                                             | Purpose                                                                   |
|--------------------------------------------------|---------------------------------------------------------------------------|
| Student copies of both passages                  | Read, annotate, and cite Passage 9 and Passage 10.                        |
| Interactive notebooks or response pages          | Record evidence and draft responses.                                      |
| Highlighters or colored pencils in TRACKS colors | Mark important details while keeping the color names accessible in print. |
| Both or Bust Evidence Spinner materials          | Rehearse the module skill with peers.                                     |
| Transition and sentence-stem cards               | Support accurate oral and written explanations.                           |
| Student progress tracking chart                  | Record strengths, next steps, and evidence.                               |
| Daily Deck slides                                | Launch, practice, and close each daily lesson.                            |

## 41. Preparation Before Day 1

- ☐ Print clean copies of both passages.
- ☐ Print the TRACKS-highlighted copies and Student Annotation Guides.
- ☐ Prepare response pages with P9 and P10 source labels.
- ☐ Sort Both or Bust Evidence Spinner cards and keep teacher keys separate.
- ☐ Prepare sentence stems, transitions, and progress-tracking pages.
- ☐ Verify that every daily slide shows 15 MINUTES.
- ☐ Prepare accessible text, enlarged copies, oral response options, and speech-to-text as needed.

## 42. Weekly Timing & Transition Overview

| Day   | GRADUATE Focus    | Core Activity                                                       | Product                    |
|-------|-------------------|---------------------------------------------------------------------|----------------------------|
| Day 1 | Gather + Reveal   | Read clean copies, use TRACKS, and sort evidence by source and job. | Paired detail notes.       |
| Day 2 | Attempt           | Match source-labeled cards and explain their relationship.          | Team explanation.          |
| Day 3 | Discuss + Use     | Draft, reread, revise for meaning, and edit conventions.            | Independent response.      |
| Day 4 | Award + Target    | Point to a strength and choose a measurable next step.              | Target statement.          |
| Day 5 | Explain + Educate | Teach the HABIT and answer the overarching question.                | Teach-back and reflection. |

## 43. Tiny Times Transition

### TEACHER SCRIPT

*"Move your pencil from reading to writing. Keep the source label beside every detail, then turn to your partner and say what the pair proves together."*

Use the transition when the class moves from clean reading to TRACKS, from TRACKS to paired evidence, and from oral rehearsal to writing. The transition preserves the sequence: read, mark, pair, explain, revise.

## Citizenship & Content Connection

### 44. The Citizenship Connection

The paired passages invite careful civic and historical thinking. Passage 9 asks students to notice that a decision can move a group forward while leaving injustice and questions of rights unresolved. Passage 10 shows technical workers responding to a practical problem through testing, observation, and continued effort. Both texts can support a discussion of responsibility, but the situations must not be treated as equal.

| Content Lens           | Passage 9                                                                 | Passage 10                                          |
|------------------------|---------------------------------------------------------------------------|-----------------------------------------------------|
| Problem                | Delegates disagree about how to count enslaved people for representation. | People need light that is safe and lasts longer.    |
| Action or Decision     | The convention accepts a compromise.                                      | Workers adjust a thin wire and test a bulb.         |
| Outcome                | The convention moves forward, but the deeper problem remains.             | A bulb glows, but the outside streets remain dim.   |
| What Remains           | People continue to question fairness and rights.                          | Further testing and system-building remain.         |
| Responsible Connection | Progress must be examined for human consequences.                         | Progress can produce information for the next test. |

**Teacher move:** ask, “What shared pattern can we name without saying the consequences are the same?”

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

#### SET Introduction

| Letter | Move                        | What the Writer Does                                                                                 |
|--------|-----------------------------|------------------------------------------------------------------------------------------------------|
| S      | Statement of Global Purpose | Names the broad idea that difficult problems may require a step forward before every part is solved. |
| E      | Evidentiary Reference       | Names both “A Difficult Compromise” and “A Visit to the Workshop.”                                   |
| T      | Thesis (central idea)       | Answers the prompt and controls the paired explanation.                                              |

#### HOW Prompt Key

| Prompt Move               | Writer Question                        | Module Use                                                           |
|---------------------------|----------------------------------------|----------------------------------------------------------------------|
| How two texts are similar | What shared pattern appears in both?   | Both texts show a step forward before complete resolution.           |
| How two texts differ      | What important difference must remain? | One concerns political injustice; the other concerns technical work. |
| How two texts relate      | What does the relationship show?       | A result can matter while a larger problem remains unfinished.       |

#### Writing Color-Coding

| Sentence Job                       | Color Label | What It Does                                                |
|------------------------------------|-------------|-------------------------------------------------------------|
| Thesis (central idea) or reason    | Green       | States the shared answer or way of thinking.                |
| Evidence                           | Yellow      | Names a precise detail from Passage 9 or Passage 10.        |
| Explanation                        | Red or pink | Explains what the paired evidence means together.           |
| Reflective or significant entrance | Blue        | Shows the bigger picture or significance in the conclusion. |

### 46. Core Habit / Strategy Explanation

#### TEACHER SCRIPT

*"Read both passages. Mark the job of each important detail. Pair one Passage 9 detail with one Passage 10 detail. Explain what the details prove together. Then check both sources, accuracy, and connection."*

**HABIT:** BOTH passages = complete answer. This is a paired-passage habit, not a debate. Students are writing an informative explanation, so they explain relationships among accurate details instead of arranging opposing sides.

For HOW prompts, students ask how two texts are similar, differ, or relate. The thesis (central idea) controls the answer. The conclusion finishes the thinking by restating the central idea, referring to the evidence as a whole, and reflecting the bigger picture.

## 47. Student Source Passage(s)

**Accuracy / Source Note:** use the Low reading-load versions printed below. Passage 9 is nonfiction. Passage 10 is historical fiction.

### A Difficult Compromise

- [1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.
- [2] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.
- [3] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.
- [4] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.
- [5] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

### A Visit to the Workshop

- [1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.
- [2] Inside, the room buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another.
- [3] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. A moment later, it began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.
- [4] Edison smiled as he looked around the room. "We're getting closer," he said. "People should have light that is safe and lasts longer."
- [5] Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. She imagined what it would be like to have a steady light that didn't go out so easily.
- [6] Before leaving, Zaylen took one last look at the glowing bulbs. Outside, the streets were still dim, but she knew something was changing.

[7] As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night.

## 48. Student Annotation Guide

Students first read each passage as a clean copy. Then they reread the exact TRACKS-highlighted copy and complete the guide.

### A Difficult Compromise

| TRACKS                           | Evidence                                                                             |
|----------------------------------|--------------------------------------------------------------------------------------|
| T Time                           | In the summer of 1787                                                                |
| R Reactions                      | People continued to question the decision                                            |
| A Actions                        | Southern states wanted enslaved people counted as part of their population           |
| C Character / Concept / Creature | the Three-Fifths Compromise                                                          |
| K Key Knowledge                  | The compromise helped the group move forward, but it didn't solve the deeper problem |
| S Scenery / Setting              | At the Constitutional Convention                                                     |

### A Visit to the Workshop

| TRACKS                           | Evidence                                                 |
|----------------------------------|----------------------------------------------------------|
| T Time                           | The year was 1880                                        |
| R Reactions                      | she knew something was changing                          |
| A Actions                        | it began to glow                                         |
| C Character / Concept / Creature | Thomas Edison                                            |
| K Key Knowledge                  | People should have light that is safe and lasts longer   |
| S Scenery / Setting              | the streets of the city were darker than Zaylen expected |

## 49. TRACKS Evidence Highlighting

Students look for six kinds of measurable evidence in every passage. Use the same categories, wording, and colors in every module. TRACKS marks the evidence in the passage; the symbols are used only to analyze the evidence job.

| Letter | Category                     | What to Look For                                                                                              | Highlight Color |
|--------|------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------|
| T      | Time                         | Age, era, dates, cultural details, or historical details. Often adjectives.                                   | Pastel Green    |
| R      | Reactions                    | Reactions, solutions, resolutions, or effects. Often verbs or adverbs.                                        | Pastel Purple   |
| A      | Actions                      | Actions, problems, conflicts, or causes. Often verbs or adverbs.                                              | Pastel Yellow   |
| C      | Character, Concept, Creature | Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.  | Pastel Yellow   |
| K      | Key Knowledge                | All other important information needed for the meaning of the passage that is not in another TRACKS category. | Pastel Orange   |
| S      | Scenery / Setting            | Setting characteristics acknowledged or measured through the five senses.                                     | Pastel Green    |

**Use note:** students mark both passages, then select one accurate detail from each for the paired explanation.

## 50. Five-Day GRADUATE Lesson

Every day is 15 minutes. The sequence teaches the paired-passage habit, supports practice, and ends with an independent explanation and teach-back.

### DAY 1 | Gather + Reveal | 15 MINUTES

**Day Purpose:** Students identify the module HABIT and sort evidence by source and evidence job.

| Standard | Student Expectation                                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>[5.11(B)(iii)]</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>[5.11(C)(vii)]</b> revise drafts by adding ideas for clarity.                             |
| ELPS     | ELPS 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification; ELPS 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse. |

### GATHER ■ TEACH

#### TEACHER SCRIPT

*"Our HABIT today is to balance evidence from both passages and explain the shared idea."*

Read the clean copies first. Students listen for the problem or conflict, action or decision, outcome, and what remains. Name the two source titles and remind students that both will be needed later.

### REVEAL ■ TEACH

#### TEACHER SCRIPT

*"Name the source before you name the detail. That keeps our evidence accurate."*

#### TEACHER SCRIPT

*"Read both passages for the same writing purpose, but keep their different contexts clear."*

Model the TRACKS categories with one detail from each passage. Show that "The compromise helped the group move forward, but it didn't solve the deeper problem" names an outcome and what remains in Passage 9. Show that "Outside, the streets were still dim, but she knew something was changing" names an outcome and what remains in Passage 10.

**Module HABIT in Action:** students use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain what the details can support in a paired response.

### Evidence and Thinking Check ○ LEARN

Check for both sources, an evidence job, an explanation, the critical difference, and the revision order. Students complete: "Today I used the HABIT, BOTH passages = complete answer, when I \_\_\_\_."

**Correction:** if a student selects only Passage 9, return to the source labels and require a Passage 10 detail before the pair is complete.

### DAY 2 | Attempt | 15 MINUTES

**Day Purpose:** Students rehearse the HABIT with peers before drafting independently.

| Standard | Student Expectation                                                                                                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(iii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(viii)</b> revise drafts by deleting ideas for clarity. |
| ELPS     | ELPS 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse; ELPS 3(G)(ii) demonstrate reading comprehension of content-area texts by paraphrasing.                |

## ATTEMPT ○ LEARN

### TEACHER SCRIPT

*"A card is not complete until you name the source, the detail's job, and the explanation."*

### TEACHER SCRIPT

*"Rehearse the connection aloud before your group records it."*

### TEACHER SCRIPT

*"Return to the clean copy whenever a detail needs to be checked or repaired."*

In the collaborative activity, each team receives source-labeled evidence cards. Teams match a Passage 9 card and a Passage 10 card, state the relationship or sentence job, and write an explanation. A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

## Both or Bust Evidence Routine

| Step | Team Action                                                               | Success Check                                           |
|------|---------------------------------------------------------------------------|---------------------------------------------------------|
| 1    | Read the P9 card and name its exact source.                               | Wording matches Passage 9.                              |
| 2    | Read the P10 card and name its exact source.                              | Wording matches Passage 10.                             |
| 3    | Label each card as problem, action or decision, outcome, or what remains. | Both jobs fit the passage.                              |
| 4    | Use both, however, while, or unlike to connect the pair.                  | The relationship is visible.                            |
| 5    | Say what the two details prove together.                                  | Explanation follows the evidence.                       |
| 6    | Protect the difference in context and consequence.                        | Political injustice is not equated with technical work. |

## Paired Evidence Practice

**Paired practice key:** Pair “The compromise helped the group move forward, but it didn't solve the deeper problem” with “Outside, the streets were still dim, but she knew something was changing.” Together, these details show that a step forward can matter while a larger problem remains unfinished. Pair “People continued to question the decision” with “We're getting closer.” Together, these details show that work continues after a meaningful step, although the concerns and consequences differ.

**Exit Reflection:** students complete, “Today I used the HABIT, BOTH passages = complete answer, when I \_\_\_\_\_.”

**DAY 3 | Discuss + Use | 15 MINUTES**

**Day Purpose:** Students draft, reread, revise for meaning, and then edit conventions.

| Standard | Student Expectation |
|----------|---------------------|
|----------|---------------------|

|      |                                                                                                                                                                                                                                |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS | <b>5.11(B)(iii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(viii)</b> revise drafts by deleting ideas for clarity. |
| ELPS | ELPS 3(G)(ii) demonstrate reading comprehension of content-area texts by paraphrasing; ELPS 4(F)(ix) write to explain or justify with supporting evidence using appropriate content for a specific purpose.                    |

## DISCUSS ○ LEARN

### TEACHER SCRIPT

*"Tell your partner what your sentence does before you decide where it belongs."*

### TEACHER SCRIPT

*"Use evidence accurately, then make your thinking visible through the module HABIT."*

Students discuss whether each sentence is an idea, evidence, or explanation. Partners ask which source is doing the work and whether the relationship is clear.

## USE ✓ ASSESS

### TEACHER SCRIPT

*"Revise meaning and clarity first; edit conventions after the response is complete."*

### TEACHER SCRIPT

*"If the connection is unclear to your partner, add, delete, combine, or rearrange words."*

Students respond to the formal prompt: Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished. They use a SET introduction, one accurate detail from each passage, an explanation of the relationship, transitions, and a conclusion.

### Drafting and Revision Check

Check SET by confirming that the global purpose, both source titles, and the thesis (central idea) are present. Check both sources by naming one accurate detail from Passage 9 and one from Passage 10. Check connection by placing the two details in one sentence that explains the relationship. Check difference by preserving the political and technical contexts. Check clarity by adding missing explanation or deleting repeated summary. Check conventions only after meaning revision, including boundaries, agreement, commas, and complete thoughts.

**Exit Reflection:** students complete, "Today I used the HABIT, BOTH passages = complete answer, when I \_\_\_\_."

**DAY 4 | Award + Target | 15 MINUTES**

**Day Purpose:** Students cite a real strength and choose one visible, measurable next step.

| Standard | Student Expectation                                                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(iii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(viii)</b> revise drafts by deleting ideas for clarity.                          |
| ELPS     | ELPS 4(F)(ix) write to explain or justify with supporting evidence using appropriate content for a specific purpose; ELPS 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification. |

## AWARD ✓ ASSESS

### TEACHER SCRIPT

*"Point to a real sentence when you name a strength. A feeling is not evidence."*

Students highlight a precise sentence from their work, identify its job, and complete the self-check. A strength may be a source-faithful detail, a connected pair, a clear explanation, or a conclusion that reflects the bigger picture.

## TARGET ✓ ASSESS

### TEACHER SCRIPT

*"Choose a next step you can see and measure in the next response."*

### TEACHER SCRIPT

*"Use the anchor HABIT to name the exact part you will improve."*

## Strength and Target Record

For **evidence**, point to an accurate detail from each passage and target source labels beside both details. For **explanation**, point to the sentence that says what the pair proves and target one sentence beginning "Together, these details show..." For **structure**, point to SET and purposeful transitions and target checking the order before editing. For **conclusion**, point to the finished thinking and target restating the idea, referring to both texts as a whole, and reflecting on significance. For **revision**, point to an addition or deletion for clarity and target revising meaning before conventions in the next response.

**Exit Reflection:** students complete, "Today I used the HABIT, BOTH passages = complete answer, when I \_\_\_\_."

**DAY 5 | Explain + Educate | 15 MINUTES**

**Day Purpose:** Students teach the HABIT and answer the overarching question with evidence from their work.

| Standard | Student Expectation                                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(iii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(viii)</b> revise drafts by deleting ideas for clarity.                              |
| ELPS     | ELPS 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification; ELPS 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse. |

## EXPLAIN ✓ ASSESS

## EDUCATE

### TEACHER SCRIPT

*"Teach the HABIT before you show the details."*

### TEACHER SCRIPT

*"Use one accurate detail as evidence for your teaching, then explain what it helps a writer understand."*

### TEACHER SCRIPT

*"Answer the overarching question in your own precise words."*

Partners teach the module move using one accurate detail from Passage 9, one from Passage 10, and one sentence from their own writing. The listener checks both sources, an accurate explanation, a protected difference, and a complete response structure.

### **Teach-Back Check**

The listener checks for one precise detail from Passage 9, one precise detail from Passage 10, a sentence explaining what the pair proves together, a protected difference between political injustice and technical work, and a complete response structure with SET, evidence, explanation, transitions, and conclusion. The speaker must also answer the overarching question about how balanced evidence turns a partial response into a complete explanation.

**Closing student task:** compare first thinking to final thinking and write the answer to the overarching question in a separate section.

## Student Exemplars

Prompt: Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

### 51. Low / Developing Exemplar

| Response                                                                               | Teacher Analysis                                                                                                                      |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| The delegates made a compromise. Edison had a bulb. Both passages are about a problem. | The response notices a problem in each passage but does not name accurate details with source references or explain the relationship. |
| What Is Working                                                                        | The writer notices that both passages include a problem.                                                                              |
| What Needs Improvement                                                                 | Name one accurate detail from each passage and explain what the details show together.                                                |

**Repair prompt:** add a Passage 9 detail, a Passage 10 detail, and one sentence that begins “Together, these details show...”

### 52. Medium / Approaching Exemplar

| Response                                                                                                                                                                                                               | Teacher Analysis                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences. | The response uses both sources and begins to name the shared idea, but the explanation does not yet tell why the evidence matters or identify what remains unfinished. |
| What Is Working                                                                                                                                                                                                        | The response uses both sources and begins to name the module's shared idea.                                                                                            |
| What Needs Improvement                                                                                                                                                                                                 | Add a precise explanation that tells why the evidence matters and protects the important difference between the passages.                                              |

**Revision direction:** add that the compromise moved the convention forward while fairness remained unresolved, and that the glowing bulb showed progress while the streets were still dim.

### 53. High / Secure Exemplar

| Response                                                                                                                                                                         | Teacher Analysis                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Both passages show that an important step forward can leave a larger problem unfinished. In A Difficult Compromise, the agreement helped the convention move forward, but people | The response is the target. It uses balanced, accurate evidence, explains the relationship, protects the important difference, and finishes the thinking. |

continued to question whether representation was fair. In A Visit to the Workshop, a bulb began to glow, yet the streets outside were still dim. Together, the details show that progress can matter while a larger problem remains unfinished. The passages are not equal, because one leaves a political injustice unresolved while the other shows technical work continuing.

### Additional Secure Exemplar

| Sentence Job          | Sentence                                                                                                                                                |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thesis (central idea) | Both passages show that a meaningful result can move work forward without solving every part of a difficult problem.                                    |
| Passage 9 Evidence    | The compromise helped the group move forward, but it didn't solve the deeper problem.                                                                   |
| Passage 10 Evidence   | Outside, the streets were still dim, but she knew something was changing.                                                                               |
| Explanation           | These details belong together because each passage shows progress and unfinished work, although the political and technical consequences are different. |

### Secure Response: Evidence and Explanation

| Requirement   | Secure Evidence                                                                      |
|---------------|--------------------------------------------------------------------------------------|
| Both passages | Passage 9 and Passage 10 each do real evidentiary work.                              |
| Accuracy      | Details preserve the meaning of the sources.                                         |
| Relationship  | The response explains the shared pattern of progress before complete resolution.     |
| Difference    | The response keeps political injustice and technical problem solving distinct.       |
| Conclusion    | The response restates, refers to the evidence as a whole, and reflects significance. |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

A secure response uses both passages accurately, identifies a meaningful relationship, preserves the difference in consequences, and explains the shared idea. The central answer should be informative, not argumentative. Look for a clear thesis (central idea), balanced evidence, a connected explanation, purposeful transitions, and a conclusion that finishes the thinking.

Accept paraphrases that maintain meaning. Do not require a quotation when a precise paraphrase is accurate. Do not accept a detail that changes the political or technical context. If the student gives only one source, mark the response partial and prompt for the missing source.

### 55. Standards Evidence Trail

| Evidence Source      | What to Look For                                                                          | Standards                                                                                                                                                    |
|----------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen and Label     | Student restates a complete detail and names its source and job.                          | ELPS 1(E)(i), <a href="#">5.11(B)(ii)</a>                                                                                                                    |
| Both or Bust         | Team records P9 evidence, P10 evidence, and an explanation.                               | ELPS 2(E)(i), <a href="#">5.12(B)(i)</a>                                                                                                                     |
| Comparison Ladder    | Student pairs accurate details in problem, action or decision, outcome, and what remains. | <a href="#">5.12(B)(ii)</a> , <a href="#">5.12(B)(iii)</a>                                                                                                   |
| Independent Response | SET, balanced evidence, connected explanation, transitions, conclusion.                   | <a href="#">5.11(B)(ii)</a> , <a href="#">5.12(B)(i)</a> ,<br><a href="#">5.12(B)(ii)</a> , <a href="#">5.12(B)(iii)</a>                                     |
| Revision and Editing | Student adds or deletes for clarity, then checks conventions.                             | <a href="#">5.11(C)(vii)</a> , <a href="#">5.11(C)(viii)</a> ,<br><a href="#">5.11(D)(ii)</a> to <a href="#">5.11(D)(v)</a> ,<br><a href="#">5.11(D)(xx)</a> |

### 56. Assessment Opportunities

| Assessment                                | Evidence Collected                                                                                        | Teacher Decision                                        |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Informal Assessment 1: Both or Partial    | Student marks B for both sources or P for partial evidence, then names the missing source or explanation. | Reteach source balance or explanation.                  |
| Informal Assessment 2: Evidence Job       | Student labels a passage detail as problem, action or decision, outcome, or what remains.                 | Reteach the job with a source-labeled card.             |
| Informal Assessment 3: Shared Idea        | Student completes, "Together, these details show ____."                                                   | Listen for a supported relationship, not a new summary. |
| Formative Assessment: Independent Product | SET, both passages, accurate evidence, explanation, difference, conclusion, revision, and editing.        | Record beginning, developing, or secure evidence.       |
| Teach-Back                                | Student explains the HABIT and answers the overarching question.                                          | Note independent transfer.                              |

### Assessment Prompt Bank

| Prompt | Expected Evidence |
|--------|-------------------|
|--------|-------------------|

|                                                                                           |                                                                                                                         |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Which detail from Passage 9 shows that the step forward did not solve the deeper problem? | “The compromise helped the group move forward, but it didn't solve the deeper problem,” or an accurate paraphrase.      |
| Which detail from Passage 10 shows progress and unfinished work?                          | The bulb began to glow while the streets outside were still dim, or an accurate paraphrase.                             |
| What do those details prove together?                                                     | A meaningful step can matter while a larger problem remains unfinished.                                                 |
| What difference must a careful writer preserve?                                           | Passage 9 concerns political fairness, rights, and injustice; Passage 10 concerns technical testing and continued work. |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Prompt:** Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished.

**1. Write one precise detail from Passage 9.**

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**2. Write one precise detail from Passage 10.**

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**3. Complete the explanation:** Together, these details show...

---



---

**4. Name one important difference that should remain clear.**

---



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**5. Revision check:** I added or deleted for clarity before checking conventions. What did I change?

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### 58. Exit Ticket Answer Key

| Ticket Part          | Secure Answer                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------------------------------|
| Passage 9 detail     | The compromise helped the group move forward, but it didn't solve the deeper problem, or an accurate equivalent. |
| Passage 10 detail    | Outside, the streets were still dim, but she knew something was changing, or an accurate equivalent.             |
| Shared explanation   | Both passages show that a meaningful step can move work forward while a larger problem remains unfinished.       |
| Important difference | Passage 9 concerns political injustice and rights; Passage 10 concerns technical testing and continued work.     |
| Revision             | The student identifies a real addition or deletion that improves clarity, balance, or the relationship.          |

### 59. Scoring Principle

Score the module skill, not every possible feature at once. A secure response uses both passages for real evidentiary work, keeps details accurate, explains the shared idea, protects the important difference, and organizes the thinking clearly. A response may be concise and still secure when it makes the relationship visible.

### 60. Gradebook Conversion

| Performance | Description                                  | Evidence |
|-------------|----------------------------------------------|----------|
| Beginning   | Uses one source or gives inaccurate details. |          |

|            |                                                                                               |                                                                                        |
|------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|            |                                                                                               | Missing P9 or P10 evidence;<br>no relationship.                                        |
| Developing | Uses both sources unevenly and names a broad link.                                            | Evidence is mostly accurate,<br>but explanation or<br>difference is incomplete.        |
| Secure     | Both passages do real evidentiary work and the response<br>explains the relationship clearly. | Balanced evidence, thesis<br>(central idea), transitions,<br>conclusion, and revision. |

**Record the evidence:** source accuracy, balance, relationship, difference, structure, and clarity revision.

## 61. Recommended Gradebook Label

**Gradebook label:** “G5 C5 M1 Balanced Evidence Across Paired Passages.”

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

| Assignment Element   | Required Student Work                                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prompt               | Explain why both A Difficult Compromise and A Visit to the Workshop show that one important step forward can still leave a larger problem unfinished. |
| Introduction         | Write a SET introduction with a global statement, both source titles, and a thesis (central idea).                                                    |
| Evidence             | Use one accurate, relevant detail from Passage 9 and one from Passage 10.                                                                             |
| Explanation          | Connect the details in one sentence that explains the relationship.                                                                                   |
| Difference           | Keep the political injustice and technical problem-solving contexts distinct.                                                                         |
| Conclusion           | Restate the central idea, refer to the evidence as a whole, and reflect the bigger picture.                                                           |
| Revision and Editing | Revise for meaning and clarity, then edit compound sentences and punctuation.                                                                         |

### 63. Student Planning Frame

**Global statement:** Difficult problems may require an important step before every part is solved.

**Evidentiary reference:** “A Difficult Compromise” describes \_\_\_\_\_, while “A Visit to the Workshop” shows \_\_\_\_\_.

**Thesis (central idea):** Both passages show that \_\_\_\_\_.

**Passage 9 evidence:** In Passage 9, \_\_\_\_\_.

**Passage 10 evidence:** In Passage 10, \_\_\_\_\_.

**Connected explanation:** Together, these details show \_\_\_\_\_.

**Important difference:** However, Passage 9 \_\_\_\_\_, while Passage 10 \_\_\_\_\_.

**Conclusion:** Overall, \_\_\_\_\_. The evidence as a whole shows \_\_\_\_\_.

**Revision question:** What can I add or delete so the relationship is clearer?

## 64. Writing Assignment Rubric

| Criterion            | Beginning              | Developing                                   | Secure                                               |
|----------------------|------------------------|----------------------------------------------|------------------------------------------------------|
| Both sources         | Names one source.      | Names both unevenly.                         | Both sources do real evidentiary work.               |
| Evidence             | Vague or inaccurate.   | Mostly accurate.                             | Precise and relevant in both passages.               |
| Explanation          | Retells.               | Names a broad link.                          | Explains the shared idea clearly.                    |
| Difference           | Flattens the contexts. | Mentions a difference without explaining it. | Protects political and technical consequences.       |
| Organization         | List of details.       | Partial SET.                                 | Focused SET, purposeful transitions, and conclusion. |
| Revision and editing | Limited check.         | Some corrections.                            | Clarity revision, then conventions check.            |

## 65. Writing Gradebook Conversion

| Score Band | Teacher Record                                                                                 |
|------------|------------------------------------------------------------------------------------------------|
| Beginning  | Response requires source balance and an explanation.                                           |
| Developing | Response has both sources but needs precision, connection, or difference.                      |
| Secure     | Response is accurate, balanced, informative, coherent, and revised for clarity before editing. |

## 66. Teacher Feedback Shortcuts

- “Add the missing source so both passages do evidentiary work.”
- “Name what these two details prove together.”
- “Protect the difference between political consequence and technical consequence.”
- “Use a transition to make the relationship visible.”
- “Finish the thinking in your conclusion.”
- “Revise meaning and clarity before editing conventions.”

## Response to Student Need

### 67. Intervention: Name the Thinking

| Move    | Teacher Support                                                                                | Student Response                           |
|---------|------------------------------------------------------------------------------------------------|--------------------------------------------|
| Source  | Place P9 and P10 labels beside two detail strips.                                              | Names the source before the detail.        |
| Job     | Offer four mats: PROBLEM, ACTION / DECISION, OUTCOME, WHAT REMAINS.                            | Sorts each detail and explains the choice. |
| Pair    | Require one detail from each passage.                                                          | Reads the pair aloud.                      |
| Explain | Ask, "What do these details prove together?"                                                   | States the shared idea.                    |
| Write   | Provide the frame, "In Passage 9 ____; in Passage 10 ____; together, these details show ____." | Writes a complete paired sentence.         |

#### TEACHER SCRIPT

*"We are slowing the work down without lowering the thinking. Say the idea, identify its job, pair it with the other passage, and then write."*

**Scaffolded Routine:** read two detail strips aloud; label each detail's job; match one P9 and one P10 detail; say the shared idea; write the three-sentence frame; cover cards and retrieve the relationship from memory.

## 68. Embedded Checks & Student Support

| Embedded Check  | Student Action                                                     | Answer Key or Success Criteria                           |
|-----------------|--------------------------------------------------------------------|----------------------------------------------------------|
| Source Accuracy | After each evidence sentence, label P9 or P10.                     | Label matches the passage and wording preserves meaning. |
| Balance         | Circle one P9 detail and box one P10 detail.                       | Both marks are present before explanation.               |
| Explanation     | Underline the sentence that tells what the paired evidence proves. | Sentence names a relationship, not a third summary.      |
| Difference      | Add a sentence beginning “However” or “While.”                     | Political injustice and technical work remain distinct.  |

## 69. Student Support Quick Reference

| If the Student...   | Teacher Prompt                                   | Target Response                               |
|---------------------|--------------------------------------------------|-----------------------------------------------|
| Uses only Passage 9 | “Which detail from Passage 10 belongs with it?”  | Names a precise P10 detail.                   |
| Lists details       | “What do these details show together?”           | Writes an explanation.                        |
| Equates contexts    | “What important difference should remain clear?” | Names political versus technical consequence. |
| Repeats evidence    | “What new thinking does the reader need next?”   | Adds significance or conclusion.              |

## 70. Enrichment: Connect Across Texts

| Challenge                      | Student Requirement                                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Important Difference Paragraph | Explain that the compromise creates a morally unjust political result while the workshop tests represent iterative scientific and technical problem solving. |
| Evidence                       | Use one precise detail from each passage in a connected way.                                                                                                 |
| Significance                   | Explain why acknowledging the difference makes the synthesis more accurate.                                                                                  |
| New Prompt                     | Create one sentence-statement prompt that requires both passages.                                                                                            |

**Model Thinking:** Both texts show continued work after a difficult problem, but the convention's political decision must be judged by fairness and human consequences, while the workshop's tests provide information for the next design. The difference matters because progress is not automatically just or beneficial.

## 71. Additional Writing Opportunity: Plan and Draft

---

**Prompt Bank:** Explain how both passages show that a result should be examined carefully. Explain why an action can move work forward without fully solving a problem. Explain how the outcomes in both passages affect what happens next. Explain why evidence from both passages is needed to support one shared thesis (central idea). Explain how the two texts show different kinds of unfinished work.

**Planning Support:** underline BOTH passages; name the shared idea; select one precise detail from each; explain what the pair proves; protect an important difference.

**Drafting Space:** write a SET introduction, connected evidence sentence, explanation, difference, and conclusion. Use one Tier 2 and one Tier 3 vocabulary word accurately.

### Success Criteria

- Both passage titles or source references are present.
- Both details are accurate and relevant.
- The relationship is explained in a complete sentence.
- The difference is preserved.
- The conclusion finishes the thinking.

## 72. Additional Writing Opportunity: Revise, Edit, and Share

---

Add a sentence that clarifies the relationship. Delete repeated detail. Then inspect compound-sentence agreement, boundaries, commas, run-ons, splices, and fragments. Share one revised sentence with a partner and explain which sentence job it performs.

### TEACHER SCRIPT

*"Show your partner the exact words you added or deleted and explain how the change helps the reader understand both passages."*

## Engagement & Home Connection

### 73. Auditory Engagement Moments

**Listening Target:** listen for whether an idea belongs to the problem, action or decision, outcome, or what remains, and identify which passage proves it.

#### TEACHER READ-ALOUD SCRIPT

*"In Passage 9, delegates face disagreement about representation, make a compromise, move the convention forward, and leave a deeper injustice unresolved. In Passage 10, Edison's team faces a practical-light problem, tests materials, creates a promising result, and still has more work to do. The pattern is progress before complete resolution."*

**Active Response Routine:** listen with pencils down; hold up P, A, O, or R; add P9 or P10 orally; defend the label with one exact detail; rehearse a complete paired sentence with a partner; cover notes and retrieve the four jobs from memory.

### 74. Pause Points

- **Both Sources:** Does each assigned passage do real evidentiary work?
- **Evidence Job:** Is this detail a problem, action or decision, outcome, or what remains?
- **Shared Idea:** What do these two details prove together?
- **Important Difference:** Have I kept the difference between a political injustice and a technical experiment accurate?
- **Clarity:** Does my explanation make the connection visible to a reader?

### 75. At-Home Connection

Choose two familiar examples. Name one accurate detail from each. Use both, however, while, or unlike. Then explain what the two details show together. Ask an open question: "What important difference should we keep clear?"

#### TEACHER SCRIPT

*"When you talk about two examples at home, name both sources and explain the relationship in one sentence."*

**Family reflection:** Did we use both examples? Did we say how they connect? Did we keep an important difference clear?

## Student Ownership

### 76. My Progress Tracker

**TEACHER SCRIPT**

*"Use evidence from your own work, not just a feeling. Your goal is growth across the module, not perfection on Day 1."*

| Checkpoint                  | What I Am Tracking                                               | Not Yet                  | With Help                | Independent              | Evidence or Note |
|-----------------------------|------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|------------------|
| Day 1 - Gather and Reveal   | I can identify the shared pattern across both passages.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| Day 2 - Attempt             | I can use both passages in a team response.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| Day 3 - Discuss and Use     | I can write a complete paired explanation.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| Day 4 - Award and Target    | I can name a strength and next step.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |
| Day 5 - Explain and Educate | I can teach the module idea and answer the overarching question. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                  |

**My Evidence:** The sentence that best shows balanced evidence is:

**My next measurable target is:**

### 77. Student Award

Recognize a precise accomplishment with evidence from the student's response. Possible awards are Balanced Evidence, Accurate Source, Visible Relationship, Protected Difference, Clear Structure, or Meaning Revision.

**Award statement:** "I can point to the sentence that shows my strength because \_\_\_\_\_."

### 78. Student Target

**I can use one accurate detail from Passage 9 and one from Passage 10, connect them in one sentence that explains the relationship, protect an important difference, and write a complete explanation.**

## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER CLOSURE SCRIPT

*"At the beginning of this module, we asked: How does balanced evidence from both passages turn a partial paired-passages response into a complete explanation? Now we can answer it: Balanced evidence makes the response complete because the writer proves the shared idea with relevant details from both texts and then explains how those details connect to the same central answer."*

### 80. Essential / Overarching Question, Answered

**Question:** How does balanced evidence from both passages turn a partial paired-passages response into a complete explanation?

**Answer:** Balanced evidence makes the response complete because the writer uses one relevant detail from each passage, explains what the details prove together, preserves the difference in context and consequence, and finishes the thinking with a conclusion that reflects the bigger picture.

### 81. Teacher Reflection

Which students use both sources rather than selecting the easier passage?

Which students explain the relationship rather than list details?

Which students protect the difference between political injustice and technical experimentation?

Which students revise for clarity before editing conventions?

### 82. Teacher Artifacts of Effectiveness

- Clean reading copies and TRACKS-highlighted copies show that students reread for evidence jobs.
- Both or Bust cards show one P9 detail, one P10 detail, and a relationship explanation.
- Independent responses show SET, balanced evidence, a protected difference, and a conclusion.
- Revision marks show added or deleted ideas for clarity before convention edits.
- Teach-back notes show whether students can explain the HABIT in their own words.

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

| Slide | Purpose             | Visible Student Language                                                        |
|-------|---------------------|---------------------------------------------------------------------------------|
| M1-01 | Module Launch       | Balanced Evidence Across Paired Passages. Reading load: low.                    |
| M1-02 | Student Tracker     | Mark your status after each GRADUATE phase. Use evidence from your own writing. |
| M1-03 | Passage Set         | Read “A Difficult Compromise” and “A Visit to the Workshop.”                    |
| M1-04 | HABIT               | BOTH passages = complete answer.                                                |
| M1-05 | TRACKS              | Mark the job of each important detail.                                          |
| M1-06 | Gather and Reveal   | Balance evidence from both passages and explain the shared idea.                |
| M1-07 | Attempt             | Match one Passage 9 detail with one Passage 10 detail.                          |
| M1-08 | Discuss and Use     | Make the thinking visible through the module HABIT.                             |
| M1-09 | Award and Target    | Point to a real strength and choose one visible next step.                      |
| M1-10 | Explain and Educate | Teach the HABIT and answer the overarching question.                            |
| M1-20 | Virtual Classroom   | Read clean, reread with TRACKS, and defend accurate paired evidence.            |

## 84. Virtual / Online Adaptation

| Need          | Adaptation                                                                                                                                                  |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading       | Post both passages in split-screen view. Students first read clean copies, then use TRACKS-highlighted copies with the annotation guide.                    |
| Listening     | Students listen with microphones muted, respond with a poll, reaction card, or chat code, and defend an answer before writing.                              |
| Collaboration | In breakout rooms, assign Reader, Evidence Finder, Explainer, and Checker. Rotate after two evidence cards.                                                 |
| Evidence      | Require the group to name Passage 9 evidence, Passage 10 evidence, and the explanation before recording an answer.                                          |
| Access        | Provide oral response, speech-to-text, enlarged text, visual cues, and home-language planning notes while preserving the same evidence and thinking target. |

### DAILY DECK SLIDE

Split-screen both passages. Read clean, reread with TRACKS, and use chat, polls, or reaction cards to defend accurate paired evidence.

**Teacher Reflection****85. Teacher Reflection (This Module)**

| Reflection Prompt                                                 | Open Notes |
|-------------------------------------------------------------------|------------|
| Which students used both passages accurately?                     |            |
| Which students explained the relationship between paired details? |            |
| Which students preserved the important difference?                |            |
| Which students revised for clarity before editing conventions?    |            |
| Which student supports were useful?                               |            |
| Open notes                                                        |            |



THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

# HOW Responses: Similarities, Differences, and Relationships

Grade 5 | Cluster 5 | Module 2

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**Grade:** 5

**Cluster:** 5, Extended Constructed Response (ECR) with paired-passage informative writing

**Module:** 2 of the cluster

**Primary Instructional Category:** Informational Writing / Extended Constructed Response (ECR)

**Module Title:** HOW Responses: Similarities, Differences, and Relationships

**Content Connection / Passage Titles:** "A Difficult Compromise" and "A Visit to the Workshop" (Week 2, Medium Stamina, ECR Paired Passages)

**Primary TEKS:** [5.11\(B\)\(ii\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#)

**Approximate Daily Instructional Time:** about 15 minutes per day, across 5 days

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## Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **5.11(B)(ii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions. *[Woven through the connected response and five-day lesson.]*
- **5.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. *[Woven through the thesis (central idea), evidence, and significance work.]*
- **5.12(B)(ii)** compose informational texts, including brief compositions that convey information about a topic, using genre characteristics. *[Woven through the informative paired-passage response.]*
- **5.12(B)(iii)** compose informational texts, including brief compositions that convey information about a topic, using craft. *[Woven through precise transitions, explanation, and sentence jobs.]*
- **5.11(C)(i)** revise drafts to improve sentence structure. *[Woven during meaning-first revision.]*
- **5.11(C)(ii)** revise drafts to improve word choice. *[Woven during comparison-transition revision.]*
- **5.11(D)(xx)** edit drafts using standard English conventions, including commas in compound sentences. *[Woven after the response is complete.]*

### 1. A Little Inspiration Goes a Long Way!

This module opens with a paired-passage habit: relationship first; paired evidence next; significance last. Students move from naming one detail in each source to explaining what the details show together.

#### TEACHER SCRIPT

*"Comparison becomes powerful when students explain the relationship instead of listing two summaries."*

**Connection to this week's type of thinking:** students read both passages, use TRACKS to locate evidence, name a thesis (central idea), connect one piece from each passage in one sentence, and explain why the relationship matters.

### 2. Why This Module Matters

Students move from merely mentioning both passages to synthesizing them. Strong HOW responses do not place two summaries side by side. They make the relationship visible, protect important differences, and explain the significance of the comparison.

**Where it fits into writing:** students organize an informative response around one thesis (central idea), use balanced evidence from both passages, and revise for meaning before editing conventions.

**Why it matters beyond this assignment:** a writer can compare two situations without flattening their contexts or consequences. The same habit supports careful reading, responsible discussion, and clear writing in every subject.

### 3. Module Essential / Overarching Question

**How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries?**

Students record their thinking at the start of the week and return to it on Friday.

**My First Thinking (Monday):**

---

**My Final Thinking (Friday):**

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**What changed in my thinking?**

---

## Family Communication

### 4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea across two texts.

**How to Send It:** copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

### 5. Family Letter (English)

Dear Families,

This week your fifth-grade student is learning how to explain a relationship across paired passages. We will read "A Difficult Compromise," a nonfiction passage about representation and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

Students will use the HABIT, "Relationship first; paired evidence next; significance last." Ask your student to name one accurate detail from each passage, use a bridge word such as both, however, while, or unlike, and explain what the two details show together. The response must preserve the important difference between an unjust political decision and technical experimentation.

With appreciation, Your student's teacher, The Writing Academy®, LLC

### 6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado aprenderá a explicar la relación entre dos textos emparejados. Leerá "A Difficult Compromise", un texto de no ficción sobre la representación y el Compromiso de los Tres Quintos, y "A Visit to the Workshop", una ficción histórica sobre la visita de Zaylen al taller de Thomas Edison.

Los estudiantes usarán el HÁBITO: "Relationship first; paired evidence next; significance last" (primero la relación, luego la evidencia pareada y al final la importancia). En casa, pídale que nombre un detalle correcto de cada pasaje, use una palabra puente como both, however, while o unlike, y explique qué muestran juntos los dos detalles. La respuesta debe mantener clara la diferencia importante entre una decisión política injusta y la experimentación técnica.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

### 7. Family Conversation Starters

- How is a real comparison different from two separate descriptions?
- What shared pattern do you notice in the two passages?
- What difference changes the meaning of that comparison?

- Which bridge word best shows the relationship: both, however, while, or unlike?
- Why can two situations share a pattern without being equal in consequences?

## 8. Simple Family Activities

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Both activities need little or no materials and end in a conversation rather than a worksheet.

### **Family Activity: Talk, Pair, Explain**

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together.

### **Family Activity: Sentence Job Check**

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise one sentence so its job is clearer.

### **Family Reflection**

Ask: “Did we use both examples? Did we say how they connect? Did we keep an important difference clear?”

## Teacher Road Map

### 9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
- **LEARN** : student practices or develops the TEKS
- ✓ **ASSESS** : student independently demonstrates or transfers learning

**Teacher Script** : exact recommended teacher language

**Class Slide** : corresponding click-along slide

### 10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

| GRADUATE Stage    | Evidence Role | What It Shows                                |
|-------------------|---------------|----------------------------------------------|
| Gather            | ■ TEACH       | Activates the concept and frames the TEKS.   |
| Reveal            | ■ TEACH       | Makes teacher thinking and modeling visible. |
| Attempt           | ○ LEARN       | Guided, structured student practice.         |
| Discuss           | ○ LEARN       | Students clarify and justify.                |
| Use               | ✓ ASSESS      | Independent, meaningful application.         |
| Award             | ✓ ASSESS      | Student recognizes a demonstrated strength.  |
| Target            | ✓ ASSESS      | Student identifies and acts on a next step.  |
| Explain / Educate | ✓ ASSESS      | Student explains and transfers the learning. |

### 11. Module at a Glance

| Field              | This Module                                                                                                                                                                                               |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cluster / Module   | Grade 5, Cluster 5, Module 2                                                                                                                                                                              |
| Module Category    | Informational Writing / Extended Constructed Response with paired passages                                                                                                                                |
| Primary TEKS       | [5.11(B)(ii)], [5.12(B)(i)], [5.12(B)(ii)], [5.12(B)(iii)]                                                                                                                                                |
| Primary Breakout   | Develop a focused, coherent draft with transitions ([5.11(B)(ii)]); compose an informative text with a clear central idea, genre characteristics, and craft ([5.12(B)(i)], [5.12(B)(ii)], [5.12(B)(iii)]) |
| Spiral TEKS        | [5.11(C)(i)], [5.11(C)(ii)], [5.11(C)(v)], [5.11(C)(vi)], [5.11(C)(vii)], [5.11(C)(viii)] for meaning-first revision                                                                                      |
| Recursive TEKS     | [5.11(D)(ii)], [5.11(D)(iii)], [5.11(D)(iv)], [5.11(D)(v)], [5.11(D)(xx)] for editing after revision                                                                                                      |
| Content Connection | Nonfiction "A Difficult Compromise" and historical fiction "A Visit to the Workshop"                                                                                                                      |
| Daily Lesson Time  | About 15 minutes per day, 5 days                                                                                                                                                                          |

|                           |                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Weekly GRADUATE Map       | Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate                                    |
| Student Product(s)        | TRACKS evidence notes; paired comparison sentences; SET introduction; connected informative response; revised response; My Progress Tracker |
| Formal Assessment Product | Student Exit Ticket and the Module Writing Assignment (ECR)                                                                                 |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will write an informative paired-passage response that names a thesis (central idea), uses accurate evidence from both passages, explains a similarity and a difference, and shows why the relationship matters.

#### I Will Statements

- I will listen to a complete thought before identifying the relationship.
- I will speak my comparison before I write it.
- I will use evidence from both passages around one shared idea.
- I will revise for meaning, organization, coherence, and clarity before I edit conventions.
- I will use evidence from my own work to name a strength and choose a measurable next step.

#### I Can Statements

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

#### CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

### 13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- My introduction references both passages and states a thesis (central idea).
- I include at least one meaningful similarity and one meaningful difference.
- I use accurate, balanced evidence from Passage 9 and Passage 10.
- I use comparison transitions that show the exact relationship.
- I explain what the paired evidence proves and why the difference matters.
- I revise for meaning before I edit conventions.

### 14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1 guided reading: one source-labeled detail from each passage and an explanation of the shared pattern.
- Day 2 collaborative product: paired evidence cards, a bridge word, and a sentence explaining the relationship.
- Day 3 independent product: a SET introduction and a connected response to the formal sentence-statement prompt.
- Day 4 revision: one highlighted strength, one measurable target, and a meaning-first revision.
- Day 5 teach-back: one accurate detail from each passage, one sentence from the student's response, and a complete answer to the overarching question.

## 15. TEKS Correlations

Primary targets are **5.11(B)(ii)** and **5.12(B)(i)**, with **5.12(B)(ii)** and **5.12(B)(iii)** naming genre characteristics and craft. The revision and editing breakouts support the complete response.

| TEKS                                                                                                                                        | Strand                           | Student Expectation (verbatim TEKS)                                                                                                                 | Where Taught | Where Practiced | Where Assessed       |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|----------------------|
| <b>5.11(B)(ii)</b>                                                                                                                          | Writing Process, Drafting        | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions             | Days 1-2     | Days 2-5        | Independent response |
| <b>5.12(B)(i)</b>                                                                                                                           | Composition, Informational Texts | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea                         | Day 1        | Days 2-5        | Independent response |
| <b>5.12(B)(ii)</b>                                                                                                                          | Composition, Informational Texts | compose informational texts, including brief compositions that convey information about a topic, using genre characteristics                        | Day 1        | Days 2-5        | Independent response |
| <b>5.12(B)(iii)</b>                                                                                                                         | Composition, Informational Texts | compose informational texts, including brief compositions that convey information about a topic, using craft                                        | Day 2        | Days 3-5        | Independent response |
| <b>5.11(C)(i)</b> ,<br><b>5.11(C)(ii)</b> ,<br><b>5.11(C)(v)</b> ,<br><b>5.11(C)(vi)</b> ,<br><b>5.11(C)(vii)</b> ,<br><b>5.11(C)(viii)</b> | Writing Process, Revising        | revise drafts to improve sentence structure, word choice, coherence, clarity, and organization by combining, rearranging, adding, or deleting ideas | Day 3        | Days 3-5        | Revision check       |
| <b>5.11(D)(ii)</b> ,<br><b>5.11(D)(iii)</b> ,<br><b>5.11(D)(iv)</b> ,<br><b>5.11(D)(v)</b> ,<br><b>5.11(D)(xx)</b>                          | Writing Process, Editing         | edit drafts using standard English conventions, including complete compound sentences, sentence boundaries, and commas in compound sentences        | Day 3        | Days 3-5        | Editing check        |

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

## 16. Standards Coverage Matrix

This is separate from the correlation table. It classifies the Grade 5 standards as PRIMARY, SPIRAL, or RECURSIVE and names where each occurs.

| Classification | TEKS                                                                                                                                                                                              | Student Expectation (verbatim, abbreviated)                                                                                             | Where It Occurs              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| PRIMARY        | <a href="#">5.11(B)(ii)</a>                                                                                                                                                                       | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions | Days 1-5                     |
| PRIMARY        | <a href="#">5.12(B)(i)</a>                                                                                                                                                                        | compose informational texts using a clear central idea                                                                                  | Days 1-5                     |
| PRIMARY        | <a href="#">5.12(B)(ii)</a> ,<br><a href="#">5.12(B)(iii)</a>                                                                                                                                     | compose informational texts using genre characteristics and craft                                                                       | Days 2-5                     |
| RECURSIVE      | <a href="#">5.11(C)(i)</a> ,<br><a href="#">5.11(C)(ii)</a> ,<br><a href="#">5.11(C)(v)</a> ,<br><a href="#">5.11(C)(vi)</a> ,<br><a href="#">5.11(C)(vii)</a> ,<br><a href="#">5.11(C)(viii)</a> | revise for sentence structure, word choice, coherence, organization, and clarity                                                        | Days 3-5                     |
| RECURSIVE      | <a href="#">5.11(D)(ii)</a> ,<br><a href="#">5.11(D)(iii)</a> ,<br><a href="#">5.11(D)(iv)</a> ,<br><a href="#">5.11(D)(v)</a> ,<br><a href="#">5.11(D)(xx)</a>                                   | edit complete compound sentences, sentence boundaries, and commas                                                                       | Days 3-5                     |
| SPIRAL         | ELPS 1(E)(i)                                                                                                                                                                                      | demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification                    | Days 1, 4, and 5             |
| SPIRAL         | ELPS 2(E)(i)                                                                                                                                                                                      | explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse                              | Days 1, 2, and 5             |
| SPIRAL         | ELPS 3(G)(ii)                                                                                                                                                                                     | demonstrate reading comprehension of content-area texts by paraphrasing                                                                 | Days 1-3                     |
| SPIRAL         | ELPS 4(F)(ix)                                                                                                                                                                                     | write to explain or justify with supporting evidence using appropriate content for a specific purpose                                   | Days 3-5                     |
| RECURSIVE      | TRACKS / HABIT                                                                                                                                                                                    | read both passages, pair evidence, explain the relationship, and state significance                                                     | Anchor charts; all five days |

## 17. ELPS Correlations

Matched to the actual language demands of this module: students listen for the relationship in paired evidence, paraphrase accurate details, explain the connection, and write a complete thesis (central idea).

| ELPS          | Domain    | Language Pattern     | Complete ELPS Student Expectation                                                                                    | Day Addressed    |
|---------------|-----------|----------------------|----------------------------------------------------------------------------------------------------------------------|------------------|
| ELPS 1(E)(i)  | Listening | Comprehension        | demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification | Days 1, 4, and 5 |
| ELPS 2(E)(i)  | Speaking  | Academic discourse   | explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse           | Days 1, 2, and 5 |
| ELPS 3(G)(ii) | Reading   | Paraphrase           | demonstrate reading comprehension of content-area texts by paraphrasing                                              | Days 1-3         |
| ELPS 4(F)(ix) | Writing   | Supporting evidence  | write to explain or justify with supporting evidence using appropriate content for a specific purpose                | Days 3-5         |
| ELPS 1(E)(i)  | Listening | Restatement          | demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification | Day 1 and Day 5  |
| ELPS 2(E)(i)  | Speaking  | Explanation          | explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse           | Day 2 and Day 5  |
| ELPS 3(G)(ii) | Reading   | Accurate paraphrase  | demonstrate reading comprehension of content-area texts by paraphrasing                                              | Day 2 and Day 3  |
| ELPS 4(F)(ix) | Writing   | Informative response | write to explain or justify with supporting evidence using appropriate content for a specific purpose                | Day 3 and Day 5  |

### ELPS Woven Into Intervention

| ELPS | Domain    | Complete ELPS Student Expectation                                                      | Day Addressed             |
|------|-----------|----------------------------------------------------------------------------------------|---------------------------|
| 1(C) | Listening | Follow oral directions with accuracy.                                                  | Intervention, after Day 3 |
| 2(F) | Speaking  | Restate, ask questions about, or respond to information during classroom interactions. | Intervention, after Day 3 |

### ELPS Woven Into Enrichment

| ELPS | Domain   | Complete ELPS Student Expectation                                                        | Day Addressed           |
|------|----------|------------------------------------------------------------------------------------------|-------------------------|
| 2(E) | Speaking | Narrate, describe, or explain information orally with increasing specificity and detail. | Enrichment, after Day 4 |
| 4(D) | Writing  | Write using a variety of grade-appropriate sentence lengths and connecting words.        | Enrichment, after Day 4 |

## 18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students name a relationship, pair evidence from both passages, and write a matching thesis (central idea).

| Proficiency Level | Language Objective (access changes; the thinking demand stays intact)                                                                   |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Pre-Production    | Point to Passage 9 and Passage 10 on a two-column chart. Use gestures for same, different, and connect.                                 |
| Beginning         | Complete orally: "Both passages show _____. Passage 9 _____, and Passage 10 _____."                                                     |
| Intermediate      | Use the frame, "While both texts _____, Passage 9 _____, whereas Passage 10 _____."                                                     |
| High Intermediate | Explain in complete sentences how a transition determines the relationship the response presents.                                       |
| Advanced          | Independently analyze a new paired-passage prompt, write a thesis (central idea), and explain why its wording answers the relationship. |

### Language Supports

- Provide a two-column Passage 9 / Passage 10 visual and a transition bank.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "Both passages show \_\_\_\_\_ because Passage 9 \_\_\_\_\_ and Passage 10 \_\_\_\_\_." and "This difference matters because \_\_\_\_\_."
- Invite students to explain the relationship, evidence, or significance in their home language before rehearsing in English.

**Evidence of Access Without Reduced Rigor:** students may use a visual, a word bank, and an oral frame, but each student still uses both passages, states a relationship, and writes a prompt-matched thesis (central idea).

## 19. Language Domains

| Domain    | How This Module Builds It                                                                                       |
|-----------|-----------------------------------------------------------------------------------------------------------------|
| Listening | Students listen to a complete paired detail and restate it before writing.                                      |
| Speaking  | Students rehearse the module HABIT with a partner: relationship first; paired evidence next; significance last. |
| Reading   | Students locate accurate evidence in Passage 9 and Passage 10.                                                  |
| Writing   | Students build a response that makes the connection visible through evidence followed by reasoning.             |

## 20. Rigor Safeguard

| Teachers MAY provide                                                                                                                         | Teachers MAY NOT do for students                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Read the prompt aloud, repeat it, and let students use the paired-passage anchor chart. Define an unfamiliar word and provide an oral frame. | Choose the relationship, source details, transition, explanation, or thesis (central idea) for a student. |

The student must still analyze the clue word and create the prompt-matched central idea.

## 21. Rigor & Cognitive Demand

| Level of Thinking | What Students Must Do                                        | Expected Degree of Independence           | Evidence of the Thinking                                 |
|-------------------|--------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| Locate            | Find accurate details in both passages.                      | Supported on Day 1.                       | Identifies the correct source without a prompt.          |
| Analyze           | Name the job or relationship of each detail.                 | Guided on Days 1-2; independent by Day 3. | Uses the module HABIT precisely.                         |
| Synthesize        | Explain what paired evidence means together.                 | Partner discussion on Days 2 and 3.       | Writes reasoning, not two summaries.                     |
| Evaluate          | Protect the important difference in context and consequence. | Guided on Days 3-5.                       | Does not equate political injustice with technical work. |

## 22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

| Level   | Symbol              | Color Label | Thinking Stage | Description                                                                                           |
|---------|---------------------|-------------|----------------|-------------------------------------------------------------------------------------------------------|
| Level 1 | ● circle            | Red         | Foundational   | Student follows directions or repeats information exactly as taught with little independent thinking. |
| Level 2 | ■ square            | Orange      | Emergent       | Student begins trying ideas independently but may be uncertain or inconsistent.                       |
| Level 3 | ▽ inverted triangle | Yellow      | Visible        | Student connects ideas directly to textual evidence or proof from the passage.                        |
| Level 4 | △ triangle          | Green       | Independent    | Student combines evidence with personal inference, applying understanding to self or deeper meaning.  |
| Level 5 | ◆ diamond           | Blue        | Reflective     | Student connects evidence to the world, morals, lessons, themes, or broader life understanding.       |

### The Progression of Thinking

| Level               | Hidden Question                     | Student Thinking                                                | Thinking Focus                     |
|---------------------|-------------------------------------|-----------------------------------------------------------------|------------------------------------|
| Foundational (Red)  | Why did it happen?                  | I can explain the cause.                                        | Cause and Effect                   |
| Emergent (Orange)   | Why was it done?                    | I can explain the purpose.                                      | Purpose and Motivation             |
| Visible (Yellow)    | Why is it important in the passage? | I can explain why it matters in the text.                       | Importance and Contribution        |
| Independent (Green) | Why is it important to me?          | I can explain what I can learn, value, or apply to my own life. | Personal Meaning and Application   |
| Reflective (Blue)   | Why is it important to everyone?    | I can explain the universal lesson or significance.             | Universal Meaning and Life Lessons |

**Where this module primarily operates:** Visible and Independent (Levels 3-4). Students use both texts and paired evidence to write a matching thesis (central idea), then apply the same relationship habit independently to a new HOW prompt.

## 23. Possible Teacher Misconceptions

| The Misconception                           | What a Teacher Might Misunderstand                          | A Practical Way to Self-Correct                                                                                   |
|---------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Finding one detail completes a comparison.  | The teacher may skip the second source or the relationship. | Model both source labels, pair the details, and then write a thesis (central idea) that answers the exact prompt. |
| Details are listed without thinking.        | The teacher may accept two details beside each other.       | Ask what the details prove together.                                                                              |
| The contexts are treated as equal.          | The teacher may accept a vague shared problem.              | Name the shared pattern and the critical difference.                                                              |
| Editing begins before the idea is complete. | The teacher may focus on conventions too early.             | Revise for meaning, coherence, and clarity before conventions.                                                    |

## 24. Possible Student Misconceptions

| What Students May Misunderstand | What a Teacher Might Notice                                                       | A Practical Way to Correct or Reteach It                   |
|---------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------|
| One passage is enough.          | The student names only Passage 9 or only Passage 10.                              | Require a source-labeled detail from each passage.         |
| A transition can mean anything. | The student uses however for a similarity or both for a difference.               | Ask whether the transition matches the exact relationship. |
| Evidence explains itself.       | The student copies a detail but does not connect it to the thesis (central idea). | Prompt: "This shows _____ because _____."                  |

## Module Foundations: Review, Refresh & Readiness

### 25. TEKS Target

**Exact standards and breakouts being taught:** **5.11(B)(ii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; **5.12(B)(i)** compose informational texts using a clear central idea; **5.12(B)(ii)** use genre characteristics; and **5.12(B)(iii)** use craft. The response answers a HOW prompt by naming a thesis (central idea) that carries the relationship.

### 26. How I Say the Standard!

| TEKS says                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How I say it                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.11(B)</b> develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I can write one organized HOW response about both passages. I can state my thesis (central idea), use a transition, give accurate evidence from each passage, and explain what the details show together. |
| <b>5.11(C)</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.                                                                                                    |
| <b>5.11(D)</b> edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. | I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.                                                                                                           |
| <b>5.12(B)</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I can write one organized HOW response about both passages. I can state my thesis (central idea), use a transition, give accurate evidence from each passage, and explain what the details show together. |

## 27. This Week I Can...

**This week I can explain a true relationship across two passages, use accurate evidence from both texts, signal similarities and differences with transitions, and explain why an important difference matters.**

## 28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level nonfiction passage and historical fiction passage and identify the main situation in each.
- Recognize a sentence-statement writing prompt as the task a writer must answer.
- Write a complete sentence with a clear thesis (central idea), a transition, evidence, and explanation.
- Use the DOT habit to mark an unfamiliar word, finish the sentence, use context, and repair meaning.
- Know that evidence is a specific source detail used to support an explanation.

## 29. Remember This! (60-Second Retrieval)

### TEACHER SCRIPT

*"In 60 seconds, tell your partner one accurate detail from each passage. Use both or however, then explain what the details show together."*

## 30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

| Word                  | Student-Friendly Meaning                    | Use It Today                                       |
|-----------------------|---------------------------------------------|----------------------------------------------------|
| relationship          | the way two ideas or details connect        | I name the relationship first.                     |
| evidence              | a specific source detail used as proof      | I use evidence from both passages.                 |
| thesis (central idea) | the central answer that controls a response | My thesis (central idea) carries the relationship. |
| significance          | why an idea matters beyond one detail       | I explain why the difference matters.              |

## 31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea), evidence sentence, and explanation sentence are complete sentences. Retrieve capitalization, end punctuation, subject-verb agreement, compound sentence boundaries, avoidance of splices, avoidance of run-ons, avoidance of fragments, and commas in compound sentences. Students revise meaning first and edit conventions second.

## 32. Writing Connection

Organizing a paired-passage response correctly is what makes the comparison accurate. When students name the relationship before they write, their thesis (central idea) carries the connection and their paired evidence, explanation, and significance develop it. This is the habit that turns two details into one clear informative response.

### 33. Watch Out!

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**Common misconception:** students list one detail from each passage without explaining the relationship. **Teacher move:** return to the thesis (central idea), require a bridge word, and ask what the paired details prove together.

### 34. Ready Check

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Read the formal prompt aloud: "Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes." Ask students to name the source requirement, the shared idea, and the important difference. Use responses to decide who needs source-labeled cards and oral rehearsal during Day 1.

### 35. Teacher Look-Fors

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- Students name the relationship before presenting details.
- Students use one accurate detail from each passage.
- Students choose both, similarly, however, while, unlike, in contrast, or whereas to match the relationship.
- Students explain what the paired details show together and protect the important difference in consequences.

#### TEACHER SCRIPT

*"These are academic thinking words that help us understand questions and explain answers."*

## Vocabulary, Content & Preparation

### 36. Complete Tier 1 Vocabulary

**TEACHER SCRIPT**

*"These are everyday words you need so you can read about our topic and talk about it clearly."*

| Word      | Student-Friendly Definition              | Oral Rehearsal Frame                      |
|-----------|------------------------------------------|-------------------------------------------|
| same      | not different                            | Both passages show _____.                 |
| different | not alike                                | The passages are different because _____. |
| match     | to be alike in an important way          | The details match because _____.          |
| change    | to become different                      | The result changed when _____.            |
| cause     | something that makes something happen    | One cause was _____.                      |
| effect    | what happens because of a cause          | One effect was _____.                     |
| choice    | a decision                               | The choice was _____.                     |
| result    | what happens after an event              | The result was _____.                     |
| link      | a connection                             | The link between the passages is _____.   |
| reason    | an explanation for why something happens | This matters because _____.               |

### 37. Complete Tier 2 Vocabulary

**TEACHER SCRIPT**

*"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."*

| Word                  | Student-Friendly Definition                     | Oral Rehearsal Frame                               |
|-----------------------|-------------------------------------------------|----------------------------------------------------|
| evidence              | specific source details used as proof           | I select evidence from both passages.              |
| explanation           | reasoning that tells what evidence means        | My explanation connects both details.              |
| thesis (central idea) | the central answer that controls a response     | My thesis (central idea) carries the relationship. |
| transition            | a word or phrase that connects ideas            | I choose a transition that fits.                   |
| paraphrase            | a source idea retold accurately in new words    | I paraphrase the passage faithfully.               |
| compare               | to explain meaningful similarities              | I compare the problem-solving pattern.             |
| contrast              | to explain meaningful differences               | I contrast the consequences.                       |
| synthesize            | to combine evidence into a larger understanding | I synthesize both passages.                        |
| coherence             | clear, logical flow between ideas               | My response has coherence.                         |
| significance          | why an idea matters beyond one detail           | I explain why the difference matters.              |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

*"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."*

| Word                    | Say It This Way            | Student-Friendly Definition                                         |
|-------------------------|----------------------------|---------------------------------------------------------------------|
| synthesis               | SIN-thuh-sis               | new understanding made by combining ideas from more than one source |
| compromise              | KOM-pruh-mize              | an agreement in which sides give up part of what they want          |
| representation          | rep-rih-zen-TAY-shun       | having a voice through people in government                         |
| Three-Fifths Compromise | three-FIFTHS KOM-pruh-mize | an unfair historical formula used for representation                |
| delegate                | DEL-uh-git                 | a person chosen to represent others                                 |
| experiment              | ik-SPAIR-uh-ment           | a test used to learn how something works                            |
| electrical              | ih-LEK-trih-kul            | related to electricity                                              |
| consequence             | KON-si-kwens               | what happens because of an action or decision                       |
| persistence             | per-SIS-tens               | continued effort even when work is difficult                        |
| inference               | IN-fer-ens                 | a logical idea formed from evidence and reasoning                   |

Oral rehearsal: use one Tier 2 word and one Tier 3 word in a complete sentence about the two passages.

### 39. Background Knowledge & Teacher Context

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**What the teacher needs to know.** This Medium Stamina module uses "A Difficult Compromise," a nonfiction passage about representation, slavery, political power, and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen observing Thomas Edison and his workers test electric-light materials.

**Important conceptual background.** Strong HOW responses do not place two summaries side by side. Students name the relationship, pair one accurate detail from each passage, use a transition that shows the connection, explain what the details prove together, and protect the important difference in stakes and consequences.

**Historical care.** Do not flatten the passages into equal problems. Passage 9 involves slavery, representation, denied rights, and lasting human harm. Passage 10 presents a technical challenge addressed through experimentation. Similar structure does not mean equal consequence.

#### **The Paired-Passage Habit**

Before writing, students DOT unknown words, read both passages, and use TRACKS to locate Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. They write a thesis (central idea), then pair one piece of evidence from each passage in a connected sentence. Explanation shows what the details mean together. The conclusion restates the thesis (central idea), refers to the evidence as a whole, and reflects the bigger picture.

## 40. Materials Needed

| Category               | Items                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------|
| Core print materials   | Clean copies of both passages; TRACKS-highlighted copies; Student Annotation Guides; interactive notebooks          |
| Activity materials     | Compare and Climb materials; source-labeled evidence cards; relationship web; transition and sentence-stem cards    |
| Writing materials      | Pencils; highlighters or colored pencils in TRACKS colors; response pages; sticky notes                             |
| Assessment materials   | Student progress tracking chart; exit ticket; independent product rubric; teacher observation notes                 |
| Technology             | Projector or board for the Daily Deck slides                                                                        |
| Accessibility supports | Sentence frames; source labels; oral rehearsal; enlarged text; visual transition bank; home-language planning notes |

## 41. Preparation Before Day 1

- ☐ Print clean copies and TRACKS-highlighted copies of "A Difficult Compromise" and "A Visit to the Workshop."
- ☐ Prepare Student Annotation Guides with one target for Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting.
- ☐ Prepare the anchor chart: Relationship first; paired evidence next; significance last.
- ☐ Prepare source-labeled evidence cards, Compare and Climb materials, sentence stems, and the progress-tracking pages.
- ☐ Prepare the SET model and the formal sentence-statement prompt: Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.
- ☐ Set out highlighters or colored pencils for full color-coding: every sentence has a job and a color.

## 42. Weekly Timing & Transition Overview

| Day   | Minutes | GRADUATE Stage      | What Happens                                                                                      |
|-------|---------|---------------------|---------------------------------------------------------------------------------------------------|
| Day 1 | 15      | Gather + Reveal     | Read both passages, introduce the HABIT, and sort source-labeled evidence by job.                 |
| Day 2 | 15      | Attempt             | Rehearse paired evidence with peers and use a bridge word to explain the connection.              |
| Day 3 | 15      | Discuss + Use       | Draft, reread, revise for meaning, and edit conventions in a complete response.                   |
| Day 4 | 15      | Award + Target      | Highlight a real strength, choose a measurable next step, and revise for coherence.               |
| Day 5 | 15      | Explain and Educate | Teach the HABIT to a partner and answer the overarching question with evidence from the response. |

## 43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the paired-passage habit.

- Signal the class and say, "Tiny Time! Relationship first!"
- Name one detail from Passage 9 and one detail from Passage 10.

- Students choose both, however, while, unlike, or similarly and say the comparison aloud.
- Students add, "This matters because..." and return quietly to their work.

## Citizenship & Content Connection

### 44. The Citizenship Connection

This module connects careful comparison to historical decision-making and scientific experimentation. Students study how a shared problem-solving pattern can have very different stakes and consequences.

| Element                            | This Module                                                                                                                                                                                                                                     |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suitability                        | A natural fit. Passage 9 considers representation, slavery, political power, and an agreement that moved a larger plan forward while leaving deep harm in place. Passage 10 follows technical work that continues through repeated tests.       |
| Focus                              | Careful comparison, responsible discussion, historical context, and the difference between political decisions and technical experimentation.                                                                                                   |
| Historical / Content Connection    | Passage 9 is grounded in the Constitutional Convention and the Three-Fifths Compromise. Passage 10 uses 1880 and Thomas Edison's workshop to show electric-light experimentation.                                                               |
| Perspective Connection             | Students can name a shared pattern without treating the contexts or consequences as equal.                                                                                                                                                      |
| Literacy-to-Citizenship Connection | Reading both sources accurately supports responsible discussion: a writer must preserve the details that change the meaning of a comparison.                                                                                                    |
| Citizenship Question               | "How can a comparison stay accurate when two situations share a pattern but differ in consequences?"                                                                                                                                            |
| Teacher Script                     | <i>"Both passages show people moving forward with incomplete results, but a careful reader keeps the different stakes visible. Political injustice and technical experimentation are not equal simply because both involve difficult work."</i> |
| Accuracy / Source Note             | Use only the historical and narrative details provided in the two module passages. Do not add outside facts to student models.                                                                                                                  |

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

#### Relationship-First Key

| Green         | Yellow                      | Blue                            |
|---------------|-----------------------------|---------------------------------|
| Reason or way | Evidence from both passages | Significance and bigger picture |

#### HOW Prompt Chart

| Thinking Type     | Clue Words              | What the Writer Explains                                          |
|-------------------|-------------------------|-------------------------------------------------------------------|
| HOW: similarity   | how two texts are alike | Name the shared idea and use evidence from both passages.         |
| HOW: difference   | how two texts differ    | Use however, while, unlike, in contrast, or whereas.              |
| HOW: relationship | how the texts connect   | Explain what the paired details show together and why it matters. |

#### Full Color-Coding and Conclusion Chart

| Letter     | ECR Part                                | What It Means                                                                                        |
|------------|-----------------------------------------|------------------------------------------------------------------------------------------------------|
| Green      | Thesis (central idea) and reason or way | State the relationship that controls the response.                                                   |
| Yellow     | Evidence                                | Use one accurate detail from each passage. <b>5.12(B)(i)</b>                                         |
| Red        | Explanation                             | Tell what the paired evidence means together.                                                        |
| Blue       | Significant inference                   | Explain why the relationship or difference matters.                                                  |
| Conclusion | R1, R2, R3                              | Restate the thesis (central idea), refer to the evidence as a whole, and reflect the bigger picture. |

### 46. Core Habit / Strategy Explanation

#### TEACHER SCRIPT

*"Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage."*

#### CLASS SLIDE

Passage 9: A Difficult Compromise. Passage 10: A Visit to the Workshop. Track problem or conflict, action or decision, outcome, and what remains.

**Encouragement:** "A detail becomes useful when you explain its job and connect it to a detail from the other passage."

#### CREATE THE ANCHOR CHART

Build an anchor chart titled "Two Texts, One Connected Explanation." Add: name the relationship first; pair Passage 9 and Passage 10 evidence; use a transition that shows the exact connection; explain what the evidence proves; protect an important difference in stakes or consequences; explain why the relationship matters.

## 47. Student Source Passage(s)

**Passage use:** use the two paired source texts below at medium stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

### Passage 1: "A Difficult Compromise" (Stamina: Medium)

- [1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.
- [2] The delegates knew that representation would affect how much influence each state had in the new government. States with larger populations would likely receive more seats in the House of Representatives. That meant the way people were counted could change which states had the most power when laws were made.
- [3] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.
- [4] The disagreement was especially difficult because slavery was tied to the economy of many Southern states. Enslaved people worked on farms and plantations, but they had no voice in the government. Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.
- [5] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.
- [6] The rule did not mean that one person was divided into parts. It was a formula used to count population. For every five enslaved people, three were added to a state's population total. This total helped decide the number of representatives the state would receive in Congress.
- [7] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.
- [8] In fact, the decision gave slaveholding states more influence in the new national government. Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress. Their numbers were used to increase political power, even though their own rights were denied.
- [9] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.
- [10] For many Americans, this part of the Constitution is a reminder that important decisions should be examined not only by what they achieve, but also by whom they deeply harm.
- [11] The Three-Fifths Compromise shows how leaders sometimes make agreements to keep a larger plan moving forward. It also shows that a compromise can solve one problem while leaving another problem in place. The Constitution created a stronger government, but slavery remained. Years later, the nation would continue to struggle over freedom, equality, representation, and the meaning of the words "We the People."

### Passage 2: "A Visit to the Workshop" (Stamina: Medium)

- [1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.
- [2] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. Zaylen was not sure what to expect, but she was eager to see the place where he worked.

[3] Inside, the room buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, and pieces of metal covered nearly every open space. In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another.

[4] Several workers listened as Edison gave directions. One man wrote notes in a thick book. Another checked a machine near the wall. No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[5] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. Edison leaned closer to study it. A moment later, the bulb began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.

[6] The light stayed on as the workers watched. One of them checked the time. Edison did not cheer. Instead, he asked how long the wire had lasted and what material had been used. Then he told the group to prepare another test.

[7] "We're getting closer," Edison said. "People should have light that is safe and lasts longer."

[8] Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. On windy nights, the flame sometimes went out. Zaylen imagined what it would be like to have a steady light that did not go out so easily.

[9] As she looked around, she noticed several bulbs that were dark. Her brother explained that many experiments had failed. Some wires burned too quickly, while others did not glow brightly enough. Edison and his workers tested one idea after another.

[10] "Doesn't he get tired of failing?" Zaylen asked.

[11] Her brother smiled. "He says each test teaches them something."

[12] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.

[13] Before leaving, Zaylen took one last look at the glowing bulbs. Edison was already bending over another table, studying a new wire. The workers returned to their notes and tools.

[14] Outside, the streets were still dim, but Zaylen knew something was changing. As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night. She wondered if one day homes, stores, and entire streets would glow with the same steady light.

## 48. Student Annotation Guide

The evidence students learn to identify in each source. Use the same TRACKS categories and colors across both passages.

### A Difficult Compromise

| TRACKS                  | Evidence                                                                                                                                                                        |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T Time                  | In the summer of 1787                                                                                                                                                           |
| R Reactions             | The compromise helped the group move forward, but it didn't solve the deeper problem                                                                                            |
| A Actions               | Southern states wanted enslaved people counted as part of their population                                                                                                      |
| C Character/<br>Concept | the Three-Fifths Compromise                                                                                                                                                     |
| K Key Knowledge         | For every five enslaved people, three were added to a state's population total; enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress |
| S Scenery/Setting       | At the Constitutional Convention                                                                                                                                                |

### A Visit to the Workshop

| TRACKS                  | Evidence                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------|
| T Time                  | The year was 1880                                                                                |
| R Reactions             | He says each test teaches them something; it grew from patience, careful work, and many mistakes |
| A Actions               | The bulb began to glow; Edison and his workers tested one idea after another                     |
| C Character/<br>Concept | Thomas Edison                                                                                    |
| K Key Knowledge         | Everyone was focused on solving the same problem                                                 |
| S Scenery/Setting       | The streets of the city were darker than Zaylen expected                                         |

## 49. TRACKS Evidence Highlighting

Preview both passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the paired-passage habit uses the evidence to explain a relationship.

Use the same six categories, the same wording, and the same TRACKS marking in every module.

| Letter | Category                     | What to Look For                                                                                              | Highlight Color |
|--------|------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------|
| T      | Time                         | Age, era, dates, cultural details, or historical details. Often adjectives.                                   | Pastel Green    |
| R      | Reactions                    | Reactions, solutions, resolutions, or effects. Often verbs or adverbs.                                        | Pastel Purple   |
| A      | Actions                      | Actions, problems, conflicts, or causes. Often verbs or adverbs.                                              | Pastel Yellow   |
| C      | Character, Concept, Creature | Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.  | Pastel Yellow   |
| K      | Key Knowledge                | All other important information needed for the meaning of the passage that is not in another TRACKS category. | Pastel Orange   |
| S      | Scenery / Setting            | Setting characteristics acknowledged or measured through the five senses.                                     | Pastel Green    |

**Use note:** the clean copies support fluent reading. The highlighted copies show how the same six categories organize evidence across nonfiction and historical fiction. Annotation helps locate evidence but does not replace reasoning.

## 50. Five-Day GRADUATE Lesson

### DAY 1 | GATHER AND REVEAL | 15 MINUTES

**Day Purpose:** identify the module HABIT and sort evidence by source and evidence job.

| Standard | Focus                                                                                                                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(ii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(ii)</b> revise drafts to improve sentence structure                                 |
| ELPS     | ELPS 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification; ELPS 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse |

### GATHER ■ TEACH

#### CLASS SLIDE

Daily Deck Slide M2-o6. Name a relationship, pair evidence, and explain why the relationship matters.

#### TEACHER SCRIPT

*"Our HABIT today is to name a relationship, pair evidence, and explain why the relationship matters."*

#### CLASS SLIDE

Read both passages for the same writing purpose, but keep their different contexts clear.

Students read the clean copies first. They then use the TRACKS-highlighted copies to label Time, Reaction or result, Action, Character or concept, Key knowledge, and Scenery or setting.

#### CLASS SLIDE

Passage 9: A Difficult Compromise. Passage 10: A Visit to the Workshop. Track problem or conflict, action or decision, outcome, and what remains.

### REVEAL ■ TEACH

#### CLASS SLIDE

HABIT: Relationship first; paired evidence next; significance last.

#### TEACHER SCRIPT

*"Name the source before you name the detail. That keeps our evidence accurate."*

Partners choose one detail from each passage and explain what the details can support in a paired response. The relationship controls the evidence selection.

### Modeled Annotation (Teacher Think-Aloud)

#### CLASS SLIDE

Model SET: "A Difficult Compromise" presents a political conflict over representation, while "A Visit to the Workshop" presents a technical challenge involving practical electric light. The passages

develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

Point out the thesis (central idea), then color-code every sentence by job: green for the relationship, yellow for paired evidence, red for explanation, and blue for significant inference.

### Evidence and Thinking Check

#### EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students name one accurate detail from Passage 9 and one from Passage 10, identify what each detail helps prove, and state what the paired details mean together.

**Misconception / teacher move:** if one passage does all the work, require a source-labeled detail from each passage. If details are listed without thinking, ask what they prove together.

**Access without lowering rigor:** read both passages aloud and provide source labels; students still select evidence, name the relationship, and explain its significance. **Student product:** TRACKS notes and one paired comparison sentence.

#### DAY 2 | ATTEMPT | 15 MINUTES

**Day Purpose:** rehearse the HABIT with peers before students draft independently.

| Standard | Focus                                                                                                                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(ii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(ii)</b> revise drafts to improve word choice |
| ELPS     | ELPS 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse; ELPS 3(G)(ii) demonstrate reading comprehension of content-area texts by paraphrasing      |

### ATTEMPT ○ LEARN

#### CLASS SLIDE

Compare and Climb: name a relationship, pair evidence, and explain why the relationship matters.

Each team receives source-labeled evidence cards. Teams match a Passage 9 card and a Passage 10 card, state the relationship or sentence job, and write an explanation. A checker confirms that the comparison does not make the political injustice in Passage 9 equal to the technical work in Passage 10.

#### TEACHER SCRIPT

"A card is not complete until you name the source, the detail's job, and the explanation."

### Game Routine and Sample Card (Teacher Reference)

| Step | Action                                                                   | Check                                     |
|------|--------------------------------------------------------------------------|-------------------------------------------|
| 1    | Read one source-labeled Passage 9 card.                                  | Name Passage 9.                           |
| 2    | Read one source-labeled Passage 10 card.                                 | Name Passage 10.                          |
| 3    | Sort the pair under Shared Pattern or Important Difference.              | Choose the relationship.                  |
| 4    | Choose both, similarly, however, while, unlike, in contrast, or whereas. | Match the transition to the relationship. |
| 5    | Rehearse the comparison aloud.                                           | Use both details in one sentence.         |
| 6    | Write what the paired details prove.                                     | Explain; do not repeat.                   |

|    |                                                    |                                                       |
|----|----------------------------------------------------|-------------------------------------------------------|
| 7  | Checker protects the difference in stakes.         | Political injustice is not technical experimentation. |
| 8  | Return to the clean copy if a detail needs repair. | Accuracy before fluency.                              |
| 9  | Switch roles and match another pair.               | Both partners explain.                                |
| 10 | Record the strongest comparison on the team card.  | Source labels remain visible.                         |
| 11 | Read the comparison to another team.               | Defend the relationship.                              |
| 12 | Revise one word for precision.                     | Use a stronger transition or explanation.             |

**Teacher guidance:** require a relationship word and a source label before a team records a sentence. The explanation must tell what the detail means for the paired comparison.

**EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN**

After every card pair, ask: Did we use both sources? What is each detail's job? What do they prove together? Did we preserve the important difference?

**Misconception / teacher move:** if a student lists details without thinking, ask what the details prove together. If a student treats the contexts as equal, name the shared pattern and the critical difference.

**Access without lowering rigor:** provide source labels, oral rehearsal, and transition cards. **Student product:** a team comparison card with both sources, a transition, and an explanation.

**DAY 3 | DISCUSS AND USE | 15 MINUTES**

**Day Purpose:** draft, reread, revise for meaning, and then edit conventions.

| Standard | Focus                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>[5.11(B)(ii)]</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>[5.11(C)(v)]</b> revise drafts combining ideas for coherence |
| ELPS     | ELPS 3(G)(ii) demonstrate reading comprehension of content-area texts by paraphrasing; ELPS 4(F)(ix) write to explain or justify with supporting evidence using appropriate content for a specific purpose                    |

**DISCUSS ○ LEARN**

**CLASS SLIDE**

Draft the formal response: Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

**TEACHER SCRIPT**

*"Tell your partner what your sentence does before you decide where it belongs."*

**TEACHER SCRIPT**

*"Use evidence accurately, then make your thinking visible through the module HABIT."*

Students use both passages, add an explanation after evidence, and reread for a clear relationship. The thesis (central idea) must control the response, and the difference between political decision-making and technical experimentation must remain visible.

## USE (Try It On Your Own!) ✓ ASSESS

### CLASS SLIDE

Use a SET introduction: Statement of Global Purpose, Evidentiary Reference to both passages, Thesis (central idea).

**Step 1:** State a global purpose about people responding to hard problems.

**Step 2:** Reference both passages accurately.

**Step 3:** Write a thesis (central idea) that carries the similarity and difference.

**Step 4:** Add paired evidence and an explanation sentence.

### CLASS SLIDE

Color-code every sentence by job: green relationship, yellow evidence, red explanation, blue significant inference.

## Independent Thesis (central idea) Check

**Model SET introduction:** People often respond to hard problems by continuing to work even when the path forward is uncertain. “A Difficult Compromise” presents a political conflict over representation, while “A Visit to the Workshop” presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

### WRITING REQUIREMENT

Use both passages, an explicit bridge word, an explanation of the relationship, a protected difference, and a conclusion that restates, refers to the evidence as a whole, and reflects the bigger picture.

### EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the response. Check for both sources, accurate evidence, visible explanation, protected difference, and revision before editing conventions.

**Misconception / teacher move:** if the response becomes two summaries, ask the writer to combine one Passage 9 detail and one Passage 10 detail in a sentence that explains the relationship.

**Access without lowering rigor:** provide the SET frame and sentence stems; the student still selects evidence and writes the explanation. **Student product:** a connected response with full color-coding and a revised draft.

## DAY 4 | AWARD AND TARGET | 15 MINUTES

**Day Purpose:** cite a real strength and choose one visible, measurable next step.

| Standard | Focus                                                                                                                                                                                                                                                  |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(ii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(vi)</b> revise drafts by rearranging ideas for coherence                        |
| ELPS     | ELPS 4(F)(ix) write to explain or justify with supporting evidence using appropriate content for a specific purpose; ELPS 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification |

## AWARD ✓ ASSESS

### CLASS SLIDE

Point to a real sentence when you name a strength. A feeling is not evidence.

**TEACHER SCRIPT**

*"Point to a real sentence when you name a strength. A feeling is not evidence."*

Students highlight a precise sentence from their work, identify its job, and complete the self-check. Partners give feedback by pointing to a sentence rather than naming a vague preference.

**TARGET ✓ ASSESS****CLASS SLIDE**

Use the anchor HABIT to name the exact part you will improve: evidence, explanation, structure, conclusion, or revision.

**TEACHER SCRIPT**

*"Choose a next step you can see and measure in the next response."*

**Embedded check:** students name one sentence that uses both passages and one next step that can be measured in the next response.

**TARGET FRAME**

My strength is \_\_\_\_\_ because sentence \_\_\_\_\_ uses \_\_\_\_\_. My next target is \_\_\_\_\_, and I will show it by \_\_\_\_\_.

**Access without lowering rigor:** provide the target frame and reread the response aloud; each student points to evidence and writes a measurable target. **Student product:** an evidence-based Award reflection, a specific Target, and a meaning-first revision.

**DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES**

**Day Purpose:** teach the HABIT and answer the overarching question with evidence from students' work.

| Standard | Focus                                                                                                                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>5.11(B)(ii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; <b>5.11(C)(vii)</b> revise drafts by adding ideas for clarity                                  |
| ELPS     | ELPS 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification; ELPS 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse |

**EXPLAIN ✓ ASSESS****CLASS SLIDE**

Teach the HABIT before you show the details: relationship first; paired evidence next; significance last.

**EDUCATE****TEACHER SCRIPT**

*"Teach the HABIT before you show the details. Use one accurate detail from each passage as evidence for your teaching, then explain what the details help a writer understand."*

Partners teach the module move using one accurate detail from Passage 9, one from Passage 10, and one sentence from their own writing. The listener checks both sources, an accurate explanation, a protected difference, and a complete response structure.

## Answer the Overarching Question

### CLASS SLIDE

Answer in your own precise words: How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries?

A writer keeps the response connected by naming the relationship first, pairing evidence from both texts around that relationship, using comparison transitions, and explaining why the similarity or difference matters.

### EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask the student to point to the sentence that names the relationship, the Passage 9 evidence, the Passage 10 evidence, the explanation, and the significance sentence.

**Access without lowering rigor:** provide oral rehearsal and the HABIT frame; the student still teaches with accurate evidence from both passages.

### CLASS SLIDE

Closing: both passages show continued work, but the consequences are not equal. A careful comparison keeps the shared pattern and the important difference together.

**Student product:** partner teaching explanation, complete response, progress reflection, and a final answer to the overarching question.

Use this prompt: Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

## Student Exemplars

### 51. Low / Developing Exemplar

| Field                             | Detail                                                                                                                    |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Student response                  | The delegates made a compromise. Edison had a bulb. Both passages are about a problem.                                    |
| What the student did successfully | Noticed that both passages include a problem.                                                                             |
| What is missing                   | An accurate detail from each passage and an explanation of what the details show together.                                |
| Why it falls at this level        | The response places details beside each other without naming a relationship or protecting the difference in consequences. |
| Exact next instructional step     | Name a shared pattern, use a bridge word, and explain the paired evidence.                                                |

### 52. Medium / Approaching Exemplar

| Field                             | Detail                                                                                                                                                                                                                 |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student response                  | Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences. |
| What the student did successfully | Uses both sources and begins to name the module's shared idea.                                                                                                                                                         |
| What is missing                   | A precise explanation that tells why the evidence matters and protects the important difference between the passages.                                                                                                  |
| Why it falls at this level        | The relationship is visible, but the response needs stronger paired explanation and significance.                                                                                                                      |
| Exact next instructional step     | Add one explanation sentence and state why the distinction changes the meaning of the comparison.                                                                                                                      |

### 53. High / Secure Exemplar

| Part                  | Example                                                                                                                                                     |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thesis (central idea) | Both passages develop a shared pattern of people working toward a result, but the challenges and outcomes are different.                                    |
| Passage 9 evidence    | Delegates accepted the Three-Fifths Compromise, which increased political power even though enslaved people had no right to vote or choose representatives. |
| Passage 10 evidence   | Workers watched bulbs, recorded results, and continued their tests.                                                                                         |
| Explanation           | The passages connect through continued work, yet Passage 9 shows an unjust political consequence while Passage 10 shows technical investigation.            |
| Why it works          | It uses balanced, accurate evidence and explains the module move without treating the two contexts as equal.                                                |

### Additional Secure Exemplars

| Type                | Clue Word | Strong Thesis (central idea)                                                                                                                                                | Why It Works                      |
|---------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Shared pattern      | HOW       | Both passages show people continuing to work after an incomplete result.                                                                                                    | Names a real similarity.          |
| Critical difference | HOWEVER   | The convention's political decision strengthens a government while preserving injustice, whereas a failed workshop test supplies information for another technical attempt. | Protects context and consequence. |

### Secure Response: Evidence and Explanation (Deck Slide 19)

| Response Part | Text from the Secure Model                                                                                                                                                        | Why It Works                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Evidence      | In Passage 9, the compromise helped the group move forward, but it didn't solve the deeper problem. In Passage 10, each test teaches the workers something.                       | Pairs one accurate detail from each passage.                             |
| Explanation   | Both texts show continued work after an incomplete result; this difference matters because persistence can move a plan forward while still producing very different consequences. | Connects the paired proof to the thesis (central idea) and significance. |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

**What an adequate final understanding should include:** a student who understands this module can (1) name a relationship across both passages, (2) select accurate evidence from Passage 9 and Passage 10, (3) use a transition that matches the connection, (4) explain what the paired details show together, (5) protect the important difference in context and consequence, and (6) write a conclusion that restates, refers to the evidence as a whole, and reflects the bigger picture.

### 55. Standards Evidence Trail

| Evidence ID | Location      | Role     | What It Demonstrates                                                                             |
|-------------|---------------|----------|--------------------------------------------------------------------------------------------------|
| T1          | Day 1 Gather  | ■ TEACH  | Both passages read for a shared writing purpose while different contexts remain clear.           |
| T2          | Day 1 Reveal  | ■ TEACH  | The HABIT and SET introduction are modeled with paired evidence and full color-coding.           |
| L3          | Day 2 Attempt | ○ LEARN  | Compare and Climb pairs source-labeled evidence and records the relationship.                    |
| L4          | Day 3 Discuss | ○ LEARN  | Students draft, add explanation, and revise a connected comparison.                              |
| A5          | Day 3 Use     | ✓ ASSESS | Independent response uses both passages, a thesis (central idea), and significance.              |
| A6          | Day 4 Award   | ✓ ASSESS | Student names a demonstrated strength with evidence.                                             |
| A7          | Day 4 Target  | ✓ ASSESS | Student identifies a sentence-level strength and a measurable revision target.                   |
| A8          | Day 5 Explain | ✓ ASSESS | Student teaches the skill back accurately.                                                       |
| A9          | Day 5 Explain | ✓ ASSESS | Student teaches the HABIT with evidence from both passages and answers the overarching question. |

### 56. Assessment Opportunities

| Field                 | Detail                                                                                                                                                                                 |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose               | Determine whether students can explain a relationship across both passages with balanced evidence, transitions, explanation, significance, and a meaning-first revision.               |
| Who Administers It    | The classroom teacher during the lesson.                                                                                                                                               |
| Materials Needed      | Student notebooks, source-labeled evidence cards, highlighters, transition cards, both provided passages, and the response rubric.                                                     |
| Related TEKS Breakout | [5.11(B)(ii)] purposeful structure and transitions; [5.12(B)(i)] clear central idea; [5.12(B)(ii)] genre characteristics; [5.12(B)(iii)] craft.                                        |
| Task                  | Students name a relationship, pair accurate details from Passage 9 and Passage 10, use a transition, explain what the evidence proves, protect the difference, and revise for meaning. |

|                   |                                                                                                                                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expected Response | A connected informative response with a SET introduction, a meaningful similarity, a meaningful difference, evidence from both passages, explanation, significance, and a conclusion that completes the thinking. |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Informal Assessment.** During Days 1-2, listen for a source-labeled detail from each passage, a matching bridge word, and an explanation of the relationship.

**Formative Assessment.** The Day 3 independent response is the formative check. Students use a SET introduction, paired evidence, explanation, protected difference, significance, and a conclusion.

**Exit Ticket Assessment.** The Day 5 teach-back asks students to use one accurate detail from Passage 9, one from Passage 10, and one sentence from their own response to answer the overarching question.

#### Assessment Prompt Bank (Teacher Reference)

| Prompt                                                                                                                              | Prompt Type        | Expected Thesis (central idea)                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes. | HOW (relationship) | Both passages develop a shared pattern of people working toward a result, but the challenges and outcomes are different.                      |
| Explain how information influences the next action in each passage.                                                                 | HOW (relationship) | In Passage 9, the delegates use a formula to move the convention forward; in Passage 10, workers use each test to prepare another experiment. |
| Explain how the kinds of consequences in the passages differ.                                                                       | HOW (difference)   | Passage 9 shows an unjust political consequence, while Passage 10 shows technical investigation and continued testing.                        |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TEKS:** 5.11(B)(ii), 5.12(B)(i), 5.12(B)(ii), 5.12(B)(iii) | **Student-Friendly Target:** I can explain a relationship across both passages.

**Directions:** Reread "A Difficult Compromise" and "A Visit to the Workshop." Identify one accurate detail from each passage, choose a transition, and explain what the details show together.

**Prompt:** Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.

**1. Source check.** Write one accurate detail from Passage 9 and one from Passage 10. (2 points)

**2. Connected response.** In one sentence, state a thesis (central idea) that names the relationship. (4 points)

\_\_\_\_\_

**3. Underline the transition and explain the paired evidence.** (2 points)

**4. Significance.** Complete: This difference matters because \_\_\_\_\_ (2 points)

**Total Score:** \_\_\_\_\_ / 10

### 58. Exit Ticket Answer Key

| Item | Answer                                                                                                                                                                                                                                                                                                  | Expected Thinking              | Points | TEKS Evidence       |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------|---------------------|
| 1    | Accept one accurate Passage 9 detail and one accurate Passage 10 detail. Award 2 for both, 1 for one, 0 for none.                                                                                                                                                                                       | Uses both sources.             | 2      | <u>5.12(B)(i)</u>   |
| 2    | Secure example: Both passages develop a shared pattern of people working toward a result, but the challenges and outcomes are different. Award 4 for a precise relationship, 3 for a clear but general relationship, 2 for a topic without a relationship, 1 for an isolated detail, 0 for no response. | States the central comparison. | 4      | <u>5.12(B)(i)</u>   |
| 3    | Underline a bridge word such as both or however and explain what the paired details show together. Award 2 for a complete explanation; 1 for partial explanation; 0 if absent.                                                                                                                          | Connects the two sources.      | 2      | <u>5.11(B)(ii)</u>  |
| 4    | Accept a significance sentence grounded in the texts, such as: This difference matters because persistence can move work forward while still producing very different consequences.                                                                                                                     | Explains the bigger picture.   | 2      | <u>5.12(B)(iii)</u> |

## 59. Scoring Principle

---

Score the primary TEKS, source accuracy, relationship language, explanation, significance, and revision. Minor handwriting or convention errors should not remove relationship points if they do not change the meaning. A response must use both passages; one source cannot do all the work.

## 60. Gradebook Conversion

| Raw Score | Percent   | Interpretation | Next Instructional Step                                  |
|-----------|-----------|----------------|----------------------------------------------------------|
| 9-10      | 90-100%   | Secure         | Route to Double-Layer Comparison enrichment.             |
| 7-8       | 70-89%    | Developing     | Reteach paired evidence and explanation.                 |
| 5-6       | 50-69%    | Emerging       | Use source-labeled cards and the HABIT in a small group. |
| 0-4       | Below 50% | Beginning      | Reread both passages and model one connected comparison. |

## 61. Recommended Gradebook Label

---

**Gradebook label:** "G5 C5 M2".

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

| Field                       | Detail                                                                                                                                                                                                                                                                                       |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary TEKS                | <b>5.11(B)(ii)</b> ; <b>5.12(B)(i)</b> , <b>5.12(B)(ii)</b> , <b>5.12(B)(iii)</b>                                                                                                                                                                                                            |
| Spiral TEKS                 | <b>5.11(C)(i)</b> , <b>5.11(C)(ii)</b> , <b>5.11(C)(v)</b> , <b>5.11(C)(vi)</b> , <b>5.11(C)(vii)</b> , <b>5.11(C)(viii)</b>                                                                                                                                                                 |
| Purpose                     | Students write a connected comparison using both passages, balanced evidence, explanation, significance, and a conclusion that completes the thinking.                                                                                                                                       |
| Exact Student Prompt        | Explain how the two passages develop a similar idea about problem solving while showing different kinds of challenges and outcomes.                                                                                                                                                          |
| Exact Student Directions    | Read both passages. Write a SET introduction, state a thesis (central idea), include a meaningful similarity and difference, pair accurate evidence from Passage 9 and Passage 10, use transitions, explain the relationship, explain why the difference matters, and revise before editing. |
| Non-Negotiable Expectations | Both passages do real evidentiary work; the response is informative rather than argumentative; the political and human-rights stakes in Passage 9 are not treated as equal to the technical work in Passage 10.                                                                              |

#### WRITING REQUIREMENT

Use comparison vocabulary such as evidence, explanation, thesis (central idea), transition, compare, contrast, synthesize, coherence, and significance.

### 63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Read both passages and underline the sentence-statement requirement.
2. Name one precise relationship: shared pattern, different challenge, different consequence, or continuing work.
3. Select the smallest meaningful evidence from Passage 9 and Passage 10.
4. Write a thesis (central idea) that carries the relationship.
5. Plan a transition that shows the exact connection.
6. Plan an explanation: what do the paired details prove together?
7. Plan a significance statement: why does the relationship or difference matter?

## 64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). Score the connected comparison, not two separate summaries.

| Criterion            | 4 Secure                                              | 3 Developing                | 2 Emerging                        | 1 Beginning          |
|----------------------|-------------------------------------------------------|-----------------------------|-----------------------------------|----------------------|
| Relationship         | Develops a precise similarity and difference.         | Names a broad connection.   | Lists details.                    | No connection.       |
| Evidence             | Pairs accurate, relevant evidence from both passages. | Uses both sources unevenly. | Uses one source or vague details. | No source evidence.  |
| Explanation          | Explains the relationship and why it matters.         | Explains one connection.    | Retells.                          | No explanation.      |
| Organization         | Connected SET, body, and conclusion.                  | Some transition use.        | Separate summaries.               | No structure.        |
| Revision and Editing | Revises meaning first, then edits conventions.        | Corrects some issues.       | Limited check.                    | No visible revision. |

## 65. Writing Gradebook Conversion

| Rubric Score | Percent   | Instructional Interpretation | Next Step                                                                                            |
|--------------|-----------|------------------------------|------------------------------------------------------------------------------------------------------|
| 18-20        | 90-100%   | Secure ECR writer            | Enrichment: write a double-layer comparison and defend a thesis (central idea) with paired evidence. |
| 14-17        | 70-89%    | Developing                   | Confer on the weakest criterion; re-draft one part.                                                  |
| 10-13        | 50-69%    | Emerging                     | Intervention on thesis (central idea), paired evidence, and explanation.                             |
| Below 10     | Below 50% | Beginning                    | Reteach prompt analysis with frames and models.                                                      |

## 66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word \_\_\_\_\_."
- Strength: "You used the conflict to explain a reason or way when you wrote \_\_\_\_\_."
- Target: "Reread the HOW prompt. Does your thesis (central idea) give the relationship the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

## Response to Student Need

### 67. Intervention: Name the Thinking

| Field                  | Detail                                                                                                                                                                                                                                  |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose                | Give students paired detail cards. Every response must use a bridge word: BOTH, HOWEVER, WHILE, or UNLIKE. Students say the relationship before writing. Reject side-by-side summaries until the student states an explicit connection. |
| Group Size             | Small group (3-6 students)                                                                                                                                                                                                              |
| Time                   | 10-12 minutes                                                                                                                                                                                                                           |
| Materials              | Passage 9 and Passage 10 detail cards, Shared Pattern or Important Difference sorting mat, transition cards, and sentence frames                                                                                                        |
| Relevant TEKS Breakout | <b>[5.11(B)(ii)]</b> transitions; <b>[5.12(B)(i)]</b> clear central idea; <b>[5.11(C)(v)]</b> combining ideas for coherence                                                                                                             |
| Relevant ELPS          | ELPS 1(E)(i) restate and respond; ELPS 2(E)(i) explain and justify orally                                                                                                                                                               |

**Step 1: Read two cards.** Read one Passage 9 card and one Passage 10 card aloud. Sort them under Shared Pattern or Important Difference.

#### CLASS SLIDE

Both passages show \_\_\_\_ because Passage 9 \_\_\_\_ and Passage 10 \_\_\_\_.

#### TEACHER SCRIPT

*"We are going to slow the work down without lowering the thinking. We will say the idea, identify the relationship, and then write."*

Use one pair at a time. Have students say Passage 9 or Passage 10 before naming the detail.

**Step 2: Choose a bridge word.** Both and similarly signal a shared pattern; however, while, and unlike signal a difference.

#### CLASS SLIDE

While both texts \_\_\_\_, Passage 9 \_\_\_\_, whereas Passage 10 \_\_\_\_.

**Step 3: Explain it.** Ask what the paired details prove together. Add: This difference matters because \_\_\_\_.

**Step 4: Say It.** Students cover the cards and retrieve the relationship from memory before writing one sentence.

**Small Group Teacher Table:** ask "Which source is this?" "What is the relationship?" "What does the pair prove?" and "What important difference must stay visible?" Return the final wording to the student.

## 68. Embedded Checks & Student Support

| Teacher Move                                            | Expected Response                                                                                         | Common Misconception                                                    | Teacher Response                                                                                |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Ask students to name the relationship.                  | Students identify a similarity, difference, cause-and-effect link, or shared pattern.                     | Students name only one detail.                                          | Ask, "What do these two details show together?"                                                 |
| Ask students to pair and sort a card.                   | Students label Passage 9 and Passage 10, then sort the pair under Shared Pattern or Important Difference. | Students use only one source.                                           | Reread both cards and require one source-labeled detail from each passage.                      |
| Ask students to write a matching thesis (central idea). | Students use both passages to state a relationship and preserve the difference.                           | Students name a topic or detail without answering the HOW relationship. | Return to the paired cards, rehearse a transition, and write a connected thesis (central idea). |
| Ask how evidence proves a thesis (central idea).        | Students connect a text detail to the central idea.                                                       | Students repeat the evidence.                                           | Use the frame, "This shows _____ because _____."                                                |

## 69. Student Support Quick Reference

| If a student...                             | Support to Provide                                                                                                                                         |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Finds one detail but skips the other source | Use the two-column source chart and require Passage 9 plus Passage 10.                                                                                     |
| Confuses similarity with difference         | Contrast both and similarly with however, while, and unlike.                                                                                               |
| Writes two separate summaries               | Name the relationship and rehearse "Both passages show ____ because Passage 9 ____ and Passage 10 ____." before writing a connected thesis (central idea). |
| Masters quickly                             | Route to Connect Across Texts enrichment.                                                                                                                  |

**Supporting Materials in This Book:** the paired-passages anchor chart, TRACKS guide, source-labeled cards, transition bank, sentence frames, exemplar responses, and My Progress Tracker support this module's checks.

## 70. Enrichment: Connect Across Texts

| Field                  | Detail                                                                                                                                                                                                              |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose                | Challenge students to produce a double-layer comparison: sentence 1 states a shared pattern; sentence 2 explains a critical difference; sentence 3 explains why the difference changes the meaning or significance. |
| Group Size             | Pairs or small groups                                                                                                                                                                                               |
| Materials              | Both rendered passages, notebooks, clue-word chart, and prompt cards                                                                                                                                                |
| Relevant TEKS Breakout | <b>[5.12(B)(i)]</b> clear central idea; <b>[5.12(B)(ii)]</b> genre characteristics; <b>[5.12(B)(iii)]</b> craft; <b>[5.11(C)(ii)]</b> word choice                                                                   |
| Relevant ELPS          | ELPS 2(E)(i) explain and justify; ELPS 4(F)(ix) write to explain with supporting evidence                                                                                                                           |

**Part 1: Find the relationship.** Identify a shared pattern in the two texts, then name a critical difference in context or consequence.

**CLASS SLIDE**

Both texts show people continuing to work after an incomplete result.

Use both passages. Students must acknowledge an important difference or limitation and explain significance rather than merely adding more evidence.

**Part 2: Write a thesis (central idea).** Students write one central comparison and defend how it answers the relationship prompt.

**Part 3: Develop and Transfer.** Write a new sentence-statement prompt that requires both passages. Select paired evidence, explain the relationship, and protect the difference.

**Expert Reflection:** ask when persistence can be admirable and when continued action should be judged by its effects on other people.

## 71. Additional Writing Opportunity: Plan and Draft

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**Writing Prompt:** Choose one sentence statement: Explain how both passages show that results should be reviewed closely; explain how the outcomes leave larger work unfinished; explain how information influences the next action in each passage; explain how the kinds of consequences differ; or explain how both authors use sequence to develop change over time.

**Connection to This Module:** write a connected comparison using a SET introduction, evidence from both passages, explicit relationship language, explanation, and significance.

### Planning Support

1. Read both passages and underline the sentence-statement requirement.
2. Name one precise relationship: shared pattern, different challenge, different consequence, or continuing work.
3. Select the smallest meaningful evidence from Passage 9 and Passage 10.
4. Write a thesis (central idea) that carries the relationship.
5. Plan a transition that shows the exact connection.
6. Plan an explanation: what do the paired details prove together?
7. Plan a significance statement: why does the relationship or difference matter?

#### WRITING REQUIREMENT

Use comparison vocabulary such as evidence, explanation, thesis (central idea), transition, compare, contrast, synthesize, coherence, and significance.

**Drafting Space:** write your Extended Constructed Response. Start with your thesis (central idea), then add paired evidence, explanation, protected difference, and significance.

### Success Criteria

- My response answers the sentence-statement prompt.
- My introduction references both passages and states a central comparison.
- My evidence is accurate, relevant, and balanced.
- My transitions show real relationships.
- My explanation protects important differences.
- My significance stays grounded in evidence.

## 72. Additional Writing Opportunity: Revise, Edit, and Share

---

**Revise.** Read your response aloud. Combine or rearrange ideas for coherence, add an explanation where the relationship is unclear, delete repetition, and improve word choice.

**Edit.** Check compound and complex sentence boundaries, subject-verb agreement, commas in compound sentences, capitalization, and punctuation.

**Share.** Read your response to a partner. Your partner identifies the thesis (central idea), Passage 9 evidence, Passage 10 evidence, explanation, significance, and conclusion jobs.

**Teacher look-for:** revision changes meaning, organization, coherence, or clarity before convention edits begin.

## Engagement & Home Connection

### 73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around the module's work: listening for a relationship, pairing evidence from both passages, and explaining significance.

- Read one paired detail aloud. Students identify whether it shows a similarity, difference, cause-and-effect link, or shared pattern.
- Partners name Passage 9 evidence and Passage 10 evidence before they speak the comparison.
- Students rehearse a bridge word: both, similarly, however, while, unlike, in contrast, or whereas.
- A student reads a thesis (central idea) aloud; the class listens for the relationship, paired evidence, explanation, and significance.

### 74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

**PAUSE POINT: BEFORE WRITING**

What is the prompt really asking me to do? Say it in your own words before you write.

**PAUSE POINT: MIDWAY**

Does this sentence connect the two passages, or does it merely place one detail beside another?

**PAUSE POINT: BEFORE YOU FINISH**

What does this paired evidence prove that neither detail could show alone? Can the significance statement be traced to the evidence?

### 75. At-Home Connection

These at-home tasks turn a student into a comparison speaker and writer. They need little or no materials and each ends in a short conversation, not a worksheet.

**FAMILY ACTIVITY: TALK, PAIR, EXPLAIN**

Choose two familiar books, games, recipes, routines, or events. Name one accurate detail from each, use both, however, while, or unlike, and explain what the details show together.

**Family Activity: Sentence Job Check.** Write three short sentences about the two choices. Label each sentence as an idea, a detail, or an explanation. Revise one sentence so its job is clearer. Family signature: \_\_\_\_\_

**FAMILY REFLECTION**

Ask: "Did we use both examples? Did we say how they connect? Did we keep an important difference clear?"

## Student Ownership

### 76. My Progress Tracker

**Teacher note:** Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it.

**Directions:** Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1.

| I Can...                                                                                          | Not Yet | Getting It | I've Got It! |
|---------------------------------------------------------------------------------------------------|---------|------------|--------------|
| Day 1: I can identify the focus and explain the shared pattern across both passages.              |         |            |              |
| Day 2: I can use both passages during a partner or group activity and explain my evidence choice. |         |            |              |
| Day 3: I can apply the writing move independently in a complete response.                         |         |            |              |
| Day 4: I can name one strength and one specific next-step goal.                                   |         |            |              |
| Day 5: I can teach the module idea and answer the overarching question.                           |         |            |              |

### 77. Student Award

**What can I already do?** One comparison I wrote successfully, and the evidence in my work:

### 78. Student Target

**What do I want to practice next?** One next step for writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER SCRIPT

*"At the beginning of this module, we asked: How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries? Now we can answer it: A writer keeps the response connected by naming the relationship first, pairing evidence from both texts around that relationship, using comparison transitions, and explaining why the similarity or difference matters."*

### 80. Essential / Overarching Question, Answered

#### **How can a writer explain similarities and differences across paired passages without turning the response into two separate summaries?**

A writer keeps the response connected by naming the relationship first, pairing evidence from both texts around that relationship, using comparison transitions, and explaining why the similarity or difference matters.

### 81. Teacher Reflection

- Which students organize evidence around a relationship rather than by passage?
- Which students protect important differences in stakes and consequences?
- Which students revise for meaning and clarity before editing conventions?
- Which students are ready to teach synthesis to a partner?
- Which evidence should I preserve?

#### Teacher Notes:

### 82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- TRACKS notes and source-labeled evidence cards
- Day 3 independent connected responses
- Day 4 highlighted strengths and measurable targets
- Day 5 teach-back with evidence from both passages
- The Grade 5 Cluster 5 Module 2 My Progress Tracker
- Exemplars at developing, approaching, and secure levels so a reviewer can see the range of the class

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

The actual 20-slide Module 2 deck, listed in physical slide order. Every daily slide supports the paired-passage informative response.

| Slide | Title                        | Required Content                                                                         | Lesson Location      |
|-------|------------------------------|------------------------------------------------------------------------------------------|----------------------|
| 1     | HOW Responses                | Grade 5; Cluster 5; Module 2; Medium Stamina; ECR Paired Passages; Informative Writing   | Cover                |
| 2     | Meet Our Week                | Explain a relationship across both passages; use accurate evidence; protect differences  | Learning Destination |
| 3     | Read Both Passages           | A Difficult Compromise and A Visit to the Workshop; clean reading copies and TRACKS      | Day 1 Gather         |
| 4     | Our HABIT                    | Relationship first; paired evidence next; significance last                              | Day 1 Reveal         |
| 5     | Model SET                    | Global purpose, evidence from both passages, thesis (central idea)                       | Day 1 Reveal         |
| 6     | Full Color-Coding            | Every sentence has a job and a color: relationship, evidence, explanation, significance  | Day 1 Reveal         |
| 7     | Compare and Climb            | Pair source-labeled evidence, choose a bridge word, explain the relationship             | Day 2 Attempt        |
| 8     | Discuss the Relationship     | Shared problem-solving pattern and important difference                                  | Day 3 Discuss        |
| 9     | Write the Response           | SET introduction, paired evidence, explanation, significance, conclusion                 | Day 3 Use            |
| 10    | Award the Evidence           | Point to a real sentence that demonstrates a strength                                    | Day 4 Award          |
| 11    | Choose a Target              | Measure one next step in evidence, explanation, structure, conclusion, or revision       | Day 4 Target         |
| 12    | Turn and Teach               | Teach the HABIT with one accurate detail from each passage                               | Day 5 Explain        |
| 13    | Answer the Question          | Answer the overarching question in precise words                                         | Day 5 Explain        |
| 14    | Build, Fix, Say              | Use paired detail cards, a bridge word, explanation, and significance                    | Intervention         |
| 15    | Double-Layer Comparison      | Shared pattern, critical difference, and why the distinction matters                     | Enrichment           |
| 16    | My Progress Tracker          | Reflect honestly on independent comparison writing and thesis (central idea) development | Day 5 reflection     |
| 17    | Let's Look at an Answer      | Developing: notices a problem but does not connect paired evidence                       | Section 51           |
| 18    | Let's Look at Another Answer | Approaching: uses both sources and begins to name the shared idea                        | Section 52           |

|    |                      |                                                                                     |               |
|----|----------------------|-------------------------------------------------------------------------------------|---------------|
| 19 | Our Strongest Answer | Secure: balanced evidence, precise relationship, protected difference, significance | Section 53    |
| 20 | Fresh Recall         | Return to the overarching question and teach the HABIT from memory                  | Day 5 closure |

**Guide routines:** retrieval, the overarching question, color-coding, and teach-back remain guide routines. Source-labeled cards support Compare and Climb; the slides supply the HABIT, prompt, models, and closure.

## 84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

| Element                  | Adaptation                                                                                                                                                              |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shared-screen adaptation | Share both passages in split-screen view and display one student's paired evidence and matching thesis (central idea) for live, whole-class feedback.                   |
| Annotation               | Students use TRACKS colors on a shared document, marking one target in each passage and labeling the source.                                                            |
| Breakout discussion      | Send pairs to breakout rooms to pair one detail from each passage, name the relationship, and rehearse a matching thesis (central idea), then share back.               |
| Oral response            | Students say the HABIT aloud on camera before typing a thesis (central idea).                                                                                           |
| Asynchronous option      | Use a shared slide for the HABIT and both passages. Students submit one Passage 9 detail, one Passage 10 detail, a bridge word, and an explanation of the relationship. |
| LMS submission           | Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.                                                 |
| Digital tracking         | Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.                                       |

## Teacher Reflection

### 85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

|                                                                 |  |
|-----------------------------------------------------------------|--|
| <b>What worked so well that I want to keep it</b>               |  |
| <b>What I would change next time</b>                            |  |
| <b>My favorite moment this module</b>                           |  |
| <b>A student who surprised me, and how</b>                      |  |
| <b>Did the pacing fit? Where did we need more or less time?</b> |  |
| <b>Students to pull for a quick small group next</b>            |  |
| <b>One standard worth a second pass</b>                         |  |
| <b>One idea to make this module even better next year</b>       |  |
| <b>Open notes</b>                                               |  |

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

# Building a Conclusion That Finishes the Thinking

Grade 5 | Cluster 5 | Module 3

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**Grade:** 5

**Cluster:** 5, Extended Constructed Response (ECR), paired passages, informative writing

**Module:** 3 of the cluster, High stamina

**Primary Instructional Category:** Informational Writing / Extended Constructed Response (ECR)

**Module Title:** Building a Conclusion That Finishes the Thinking

**Content Connection / Passage Titles:** "A Difficult Compromise" and "A Visit to the Workshop"

**Primary TEKS:** 5.11(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion; 5.12(B)(i) compose informational texts using a clear central idea

**Module Focus:** R1 restates the thesis (central idea), R2 refers to evidence from both passages as a whole, and R3 reflects on the bigger picture.

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## Response Strand (7-Strand) TEKS Woven Into This Module

The paired-passage response habit is woven through the reading, discussion, drafting, revising, and conclusion work. Students use both passages, accurate evidence, connected explanation, and newly acquired vocabulary.

- **[5.7(B)]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Woven throughout the paired-passage response.]*
- **[5.7(C)]** use text evidence to support an appropriate response. *[Woven whenever students locate, label, and explain evidence.]*
- **[5.7(D)]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into source notes and the connected comparison.]*
- **[5.7(E)]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Woven whenever TRACKS annotations are made.]*
- **[5.7(F)]** respond using newly acquired vocabulary as appropriate. *[Woven into speaking, writing, and revision.]*
- **[5.7(G)]** discuss specific ideas in the text that are important to the meaning. *[Woven into explanation and Bluebird reflection.]*

### 1. A Little Inspiration Goes a Long Way!

This module teaches students to finish an informative paired-passage response with control. A conclusion is not a sudden stop. It has three jobs: R1 restates the thesis (central idea) in fresh language, R2 refers back to evidence already discussed from both passages as a whole, and R3 reflects on the larger significance in a Bluebird moment.

#### TEACHER SCRIPT

*"A strong conclusion proves that the writer remained in control all the way to the final line."*

Keep the paired-passage habit visible: one answer uses both texts. **BOTH passages = complete answer.** Students should connect one piece of evidence from each passage in a sentence that explains the relationship. A conclusion may be short, but it must finish the thinking.

### 2. Why This Module Matters

Students learn to revise a response so its ending does more than repeat the opening or list details. They use the module HABIT: R1 restates; R2 refers back; R3 reflects. The conclusion adds no new evidence. It refers to the evidence from both passages as a whole and then reflects the bigger picture.

The formal prompt asks students to explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough. "A Difficult Compromise" examines a political decision that moved a convention forward while leaving a deep injustice unresolved. "A Visit to the Workshop" follows Zaylen as Edison and his workers continue testing materials after failed trials and a promising light. The passages share a pattern of continued work, but their contexts and consequences must remain different.

**Where it fits into writing:** a conclusion belongs to purposeful structure. It shows that the writer can gather the response's central idea, evidence, relationship, and significance into a final sequence.

**Why it matters beyond this assignment:** readers and writers need to recognize whether an idea has been completed, what evidence has established, and why the result matters beyond one detail.

### 3. Module Essential / Overarching Question

**How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper?**

Students record an initial idea, practice R1/R2/R3, and return to this question after the independent response.

**My First Thinking:**

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**My Final Thinking:**

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**What changed in my thinking?**

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## Family Communication

### 4. Parent Communication Purpose

Families are partners in this work. This page gives each family a clear picture of the fifth-grade reading and writing habit: use both texts, explain the connection, preserve an important difference, and finish with R1/R2/R3. The conversation starters and activities require no special materials.

**How to Send It:** share the English letter, the Spanish letter, or both in the language each family prefers. A family conversation should invite a student to explain an idea, not complete a separate worksheet.

### 5. Family Letter (English)

Dear Families,

This week your fifth-grade student is learning to build a conclusion that finishes the thinking. Students will read "A Difficult Compromise," a nonfiction passage about representation, slavery, and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

In class, students will use both passages in one informative response. They will track accurate evidence, connect one detail from each text in a sentence that explains the relationship, and keep the important difference between an unjust political decision and technical experimentation clear. Their conclusion will use HABIT: R1 restates the thesis (central idea) in fresh language; R2 refers back to evidence from both passages as a whole; R3 reflects on why the established idea matters. The conclusion will not introduce new evidence.

Ask your student: "What job does each conclusion sentence do?" and "What do the details from both passages show together?" A short, accurate explanation with visible thinking is more valuable than a long response that only repeats information.

With appreciation, Your student's teacher, The Writing Academy®, LLC

### 6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado aprenderá a construir una conclusión que termine el pensamiento. Leerá "A Difficult Compromise", un texto de no ficción sobre la representación, la esclavitud y el Compromiso de los Tres Quintos, y "A Visit to the Workshop", una narración histórica sobre la visita de Zaylen al taller de Thomas Edison.

En clase, usará los dos textos en una sola respuesta informativa. Buscará evidencia exacta, conectará un detalle de cada texto en una oración que explique la relación y conservará la diferencia importante entre una decisión política injusta y un reto técnico. La conclusión seguirá el hábito R1/R2/R3: reformulará la tesis (idea central), hará referencia a la evidencia de los dos textos como un conjunto y reflexionará sobre por qué importa la idea establecida. No añadirá evidencia nueva.

Pregunte: "¿Qué trabajo hace cada oración de la conclusión?" y "¿Qué muestran juntos los detalles de los dos textos?" Una explicación breve, correcta y clara vale más que una respuesta larga que solo repite información.

## 7. Family Conversation Starters

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- What job should the first sentence of a conclusion do?
- How can a writer refer back to evidence without copying the body paragraph?
- What does it mean to reflect on why an idea matters?
- Why should a conclusion avoid introducing a new detail?
- How do R1, R2, and R3 finish the thinking together?
- What do the convention passage and the workshop passage show together, and what important difference must remain?

## 8. Simple Family Activities

---

Both activities end in conversation. Use familiar events only for the practice activity; use the module passages when discussing the student response.

### **Family Activity: Talk, Pair, Explain**

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together. Ask the student to protect one meaningful difference.

### **Family Activity: Sentence Job Check**

Write three short sentences about the two choices. Label each sentence by its job: an idea, a detail, or an explanation. Revise the last sentence so it reflects why the established idea matters without adding a new detail.

**Family Reflection:** Did we use both examples? Did we say how they connect? Did we keep an important difference clear?

## Teacher Road Map

### 9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use this key to read each day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
  - **LEARN** : student practices or develops the TEKS
  - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

### 10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to evidence produced by the conclusion work.

| GRADUATE Stage    | Evidence Role | What It Shows                                                     |
|-------------------|---------------|-------------------------------------------------------------------|
| Gather            | ■ TEACH       | Activates the conclusion concept and frames the prompt.           |
| Reveal            | ■ TEACH       | Makes R1, R2, and R3 visible in a model.                          |
| Attempt           | ○ LEARN       | Guided practice with paired evidence and relationship language.   |
| Discuss           | ○ LEARN       | Students explain what evidence from both passages shows together. |
| Use               | ✓ ASSESS      | Independent response with a three-sentence conclusion.            |
| Award             | ✓ ASSESS      | Student names a demonstrated strength using evidence.             |
| Target            | ✓ ASSESS      | Student chooses a measurable next step.                           |
| Explain / Educate | ✓ ASSESS      | Student teaches the sentence jobs and transfers the habit.        |

### 11. Module at a Glance

| Field               | This Module                                                                                                                                                                                                                                                                                                              |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cluster / Module    | Grade 5, Cluster 5, Module 3                                                                                                                                                                                                                                                                                             |
| Module Category     | Informational Writing / Extended Constructed Response with paired passages                                                                                                                                                                                                                                               |
| Primary TEKS        | <a href="#">5.11(B)(iii)</a> , <a href="#">5.12(B)(i)</a> , <a href="#">5.12(B)(ii)</a> , <a href="#">5.12(B)(iii)</a>                                                                                                                                                                                                   |
| Primary Breakout    | Develop a focused, structured, coherent response with a purposeful conclusion; compose an informational text using a clear central idea.                                                                                                                                                                                 |
| Recursive TEKS      | <a href="#">5.11(C)(iii)</a> , <a href="#">5.11(C)(iv)</a> , <a href="#">5.11(C)(vii)</a> , <a href="#">5.11(C)(viii)</a> for revising; editing conventions in <a href="#">5.11(D)(ii)</a> , <a href="#">5.11(D)(iii)</a> , <a href="#">5.11(D)(iv)</a> , <a href="#">5.11(D)(v)</a> , and <a href="#">5.11(D)(xx)</a> . |
| Content Connection  | Nonfiction "A Difficult Compromise" and historical fiction "A Visit to the Workshop"                                                                                                                                                                                                                                     |
| Daily Lesson Time   | Five days with the same focused lesson length                                                                                                                                                                                                                                                                            |
| Weekly GRADUATE Map | Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate                                                                                                                                                                                                                 |

|                 |                                                                                         |
|-----------------|-----------------------------------------------------------------------------------------|
| Student Product | A revised informative paired-passage response with a three-sentence R1/R2/R3 conclusion |
| Gradebook Label | G5 C5 M3                                                                                |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will write or revise an informative paired-passage response that is accurate, balanced, and clear about the different contexts and consequences in the two texts. Students will finish with R1 restatement, R2 evidence reference, and R3 Bluebird reflection.

#### I Will Statements

- I will listen to a complete thought before identifying the relationship.
- I will speak my comparison before I write it.
- I will use accurate evidence from both passages.
- I will revise for meaning, organization, coherence, and clarity before I edit conventions.
- I will use evidence from my own work to name a strength and choose a measurable next step.

#### I Can Statements

- I can explain a true relationship across two passages instead of writing two separate summaries.
- I can use transitions to signal similarity, difference, cause and effect, or a shared pattern.
- I can write R1, R2, and R3 so the conclusion finishes the thinking.
- I can explain why an important difference changes the meaning of a comparison.

#### CLASS SLIDE

Module launch: Building a Conclusion That Finishes the Thinking. Stamina: High Stamina.

Overarching Question: How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper?

### 13. Success Criteria

Students should know exactly what successful work looks like in student language.

- My introduction references both passages and states one thesis (central idea).
- I include at least one meaningful similarity and one meaningful difference.
- I use evidence from Passage 9 and Passage 10 around a relationship.
- I explain what the paired evidence shows together.
- My conclusion has R1, R2, and R3 in three clear sentences.
- R2 refers to evidence already discussed from both passages as a whole.
- R3 explains why the established idea matters without adding new evidence.
- I revise for meaning before I check capitalization, spelling, sentence structure, and punctuation.

### 14. Evidence That Will Demonstrate Mastery

Evidence of learning includes a SET introduction that references both passages, a meaningful similarity and difference, evidence from both passages organized around a relationship, a significance sentence that explains why the distinction matters, a complete R1/R2/R3 conclusion, and a clean revision-and-editing check.

#### TEACHER LOOK

Mastery is visible when the ending completes the established line of thinking. A response that stops after a final detail has not yet shown the conclusion skill.

## 15. TEKS Correlations

| TEKS                | Student Expectation                                                                                                                       | Module Evidence                                                                |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>5.11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion. | Students build a response around a relationship and finish with R1/R2/R3.      |
| <b>5.12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.              | Students explain the central comparison across both passages.                  |
| <b>5.12(B)(ii)</b>  | Compose informational texts using genre characteristics.                                                                                  | Students use evidence, explanation, transitions, and a conclusion.             |
| <b>5.12(B)(iii)</b> | Compose informational texts using craft.                                                                                                  | Students choose precise relationship language and a reflective final sentence. |

## 16. Standards Coverage Matrix

| Standard                                    | Where It Appears                                            | Evidence Collected                                    |
|---------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|
| <b>5.11(B)(iii)</b>                         | SET model, conclusion lab, writing assignment               | Focused response with purposeful conclusion           |
| <b>5.12(B)(i)</b>                           | Prompt, thesis (central idea), and exemplars                | Clear central comparison                              |
| <b>5.12(B)(ii)</b>                          | Body paragraph habit and R1/R2/R3                           | Informational genre features                          |
| <b>5.12(B)(iii)</b>                         | Transitions, color-coded sentence jobs, Bluebird reflection | Craft that makes the relationship visible             |
| <b>5.11(C)(iii)</b> and <b>5.11(C)(vii)</b> | Meaning and clarity revision                                | Added ideas and explanation for coherence and clarity |
| <b>5.11(C)(iv)</b> and <b>5.11(C)(viii)</b> | Conclusion repair and deletion of repetition                | Deleted ideas that weaken coherence or clarity        |

## 17. ELPS Correlations

| ELPS          | Student Expectation                                                                                                   | Module Use                                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(E)          | Listening                                                                                                             | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. |
| 1(C)          | Listening                                                                                                             | Follow oral directions with accuracy.                                                                                                                  |
| 2(E)          | Speaking                                                                                                              | Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.                                 |
| 2(F)          | Speaking                                                                                                              | Restate, ask questions about, or respond to information during formal and informal classroom interactions.                                             |
| 3(E)          | Reading                                                                                                               | Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.       |
| ELPS 1(E)(i)  | Demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification. | Oral rehearsal of complete paired ideas.                                                                                                               |
| ELPS 2(E)(i)  | Explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse.           | Partner explanation of relationship, difference, and sentence job.                                                                                     |
| ELPS 3(G)(ii) | Demonstrate reading comprehension of content-area texts by paraphrasing.                                              | Passage notes and accurate source-labeled paraphrases.                                                                                                 |
| ELPS 4(F)(ix) | Write to explain or justify with supporting evidence using appropriate content for a specific purpose.                | Informative paired-passage response and conclusion.                                                                                                    |

### ELPS Woven Into Intervention

| Need      | Support                                                                           |
|-----------|-----------------------------------------------------------------------------------|
| Listening | Read one complete thought, pause, and have the student restate it before writing. |
| Speaking  | Rehearse "In Passage 9 ...; in Passage 10 ...; together they show ...".           |
| Reading   | Use source labels and TRACKS colors to locate accurate details.                   |
| Writing   | Use sentence frames for R1, R2, and R3, then remove the frame.                    |

### ELPS Woven Into Enrichment

| Extension | Evidence                                                                                    |
|-----------|---------------------------------------------------------------------------------------------|
| Discuss   | Explain how one relationship word changes the precision of the comparison.                  |
| Evaluate  | Explain why similar persistence does not make the political and technical situations equal. |
| Write     | Draft two different R3 reflections from the same established evidence.                      |

## 18. ELPS Linguistic Accommodations

| Language Need                | Accommodation                                                                                              | Keep the Thinking                                                |
|------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Unfamiliar academic language | Preview evidence, explanation, relationship, consequence, and significance with student-friendly meanings. | Student still selects accurate details from both passages.       |
| Oral rehearsal               | Allow a student to say the full relationship sentence before writing it.                                   | Student still explains the relationship in the written response. |
| Source labeling              | Provide Passage 9 and Passage 10 labels on the planning page.                                              | Student still preserves the difference between the sources.      |
| Conclusion language          | Provide R1, R2, and R3 sentence stems, then fade the stems.                                                | Student still completes all three jobs without new evidence.     |

### Language Supports

- R1: Both passages show \_\_\_\_\_ in fresh language.
- R2: The convention debate and the workshop tests together show \_\_\_\_\_; the evidence already discussed points to \_\_\_\_\_.
- R3: This matters because \_\_\_\_\_.
- Difference: However, Passage 9 involves \_\_\_\_\_, while Passage 10 involves \_\_\_\_\_.

## 19. Language Domains

| Domain    | Student Action                                                    | Evidence of Learning                                      |
|-----------|-------------------------------------------------------------------|-----------------------------------------------------------|
| Listening | Listen to a complete paired detail and restate it before writing. | Accurate oral paraphrase.                                 |
| Speaking  | Rehearse the module HABIT with a partner.                         | Precise relationship and explanation.                     |
| Reading   | Locate evidence in Passage 9 and Passage 10.                      | Correct source and detail.                                |
| Writing   | Build a response that makes the connection visible.               | Evidence followed by reasoning and a complete conclusion. |

## 20. Rigor Safeguard

| Safeguard            | Teacher Check                                                             | Student Product                                   |
|----------------------|---------------------------------------------------------------------------|---------------------------------------------------|
| Both passages        | Require a source-labeled detail from each passage.                        | One connected answer, not two separate summaries. |
| Accurate evidence    | Ask the student to point to the exact sentence or paragraph.              | Faithful paraphrase or quotation.                 |
| Protected difference | Ask whether the two contexts and consequences are being treated as equal. | Shared pattern plus a critical distinction.       |
| Conclusion control   | Circle any detail that appears for the first time in the conclusion.      | R1/R2/R3 uses established thinking only.          |

## 21. Rigor & Cognitive Demand

| Cognitive Demand | Student Must Do | Evidence of Independence |
|------------------|-----------------|--------------------------|
|------------------|-----------------|--------------------------|

|            |                                                              |                                                          |
|------------|--------------------------------------------------------------|----------------------------------------------------------|
| Locate     | Find accurate details in both passages.                      | Identifies the correct source without a prompt.          |
| Analyze    | Name the job or relationship of each detail.                 | Uses the module HABIT precisely.                         |
| Synthesize | Explain what paired evidence means together.                 | Writes reasoning, not two summaries.                     |
| Evaluate   | Protect the important difference in context and consequence. | Does not equate political injustice with technical work. |

## 22. The Five Thinking Levels

| Thinking Level | Student Move                                        | Module 3 Example                                                                  | Color  |
|----------------|-----------------------------------------------------|-----------------------------------------------------------------------------------|--------|
| Recall         | Locate an accurate passage detail.                  | Name the action taken in each text.                                               | Red    |
| Explain        | Tell what a detail means.                           | Explain the result of a compromise or test.                                       | Orange |
| Connect        | Show how two details relate.                        | Use both or however to name a relationship.                                       | Yellow |
| Analyze        | Distinguish kinds of problems and consequences.     | Separate political and human-rights stakes from technical experimentation.        | Green  |
| Synthesize     | Combine a shared pattern and a critical difference. | Explain persistence across both texts while protecting the important distinction. | Blue   |

### The Progression of Thinking

| Step | Question                                   | Sentence Job        |
|------|--------------------------------------------|---------------------|
| 1    | What happened in Passage 9 and Passage 10? | Accurate evidence   |
| 2    | How are the details similar?               | Relationship        |
| 3    | How are the contexts different?            | Distinction         |
| 4    | What do the details show together?         | Explanation         |
| 5    | Why does the established idea matter?      | Bluebird reflection |

## 23. Possible Teacher Misconceptions

| Misconception                                                 | Productive Repair                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| The conclusion is only a summary.                             | Teach R1, R2, and R3 as three jobs that complete the line of thinking.                         |
| Any final sentence is a reflection.                           | Require a reflection grounded in the established evidence and relationship.                    |
| Using both passages means placing two summaries side by side. | Require one sentence that connects one detail from each passage and explains the relationship. |
| Similar persistence makes the situations equal.               | Name the shared pattern and protect the difference in stakes and consequences.                 |
| Editing should happen before meaning is complete.             | Revise for meaning, coherence, and clarity before conventions.                                 |

## 24. Possible Student Misconceptions

| Misconception                        | Teacher Move                                       | Student Repair                                           |
|--------------------------------------|----------------------------------------------------|----------------------------------------------------------|
| One passage does all the work.       | Ask for a source-labeled detail from each passage. | Both passages appear in one connected explanation.       |
| Details are listed without thinking. | Ask what the details show together.                | Evidence is followed by explanation.                     |
| The contexts are treated as equal.   | Ask what important difference must remain.         | Shared pattern and different consequence are both named. |
| New evidence is added at the end.    | Circle first-time details in the conclusion.       | R2 refers only to established evidence.                  |
| R3 repeats R1.                       | Ask why the idea matters beyond the restatement.   | R3 broadens the established understanding.               |

## Module Foundations: Review, Refresh & Readiness

### 25. TEKS Target

**Target:** develop a focused, structured, coherent informative response that includes a purposeful conclusion. Students compose an informational text using a clear central idea and use both passages to make the relationship visible.

**Writing Process TEKS:** [5.11\(B\)\(iii\)](#) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

**Writing Genre TEKS:** [5.12\(B\)\(i\)](#) compose informational texts using a clear central idea; [5.12\(B\)\(ii\)](#) use genre characteristics; [5.12\(B\)\(iii\)](#) use craft.

### 26. How I Say the Standard!

| TEKS says                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How I say it                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <a href="#">5.11(B)</a> develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I will organize my response so the ideas fit together, and I will write an ending that finishes the thinking. |
| <a href="#">5.11(C)</a> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I will add a sentence when my reader needs to see how two details fit together.                               |
| <a href="#">5.11(D)</a> edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. | I will check that my compound sentences have complete parts and subjects and verbs that agree.                |
| <a href="#">5.12(B)</a> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I will explain one clear central idea about both passages instead of writing two unrelated summaries.         |

## 27. This Week I Can...

- I can explain a relationship across both passages.
- I can write a thesis (central idea) that controls the response.
- I can use a detail from each passage in connected evidence.
- I can finish with R1, R2, and R3.
- I can revise for meaning before editing conventions.

## 28. Before I Can... Prerequisites

1. I can identify Passage 9 and Passage 10.
2. I can paraphrase a detail accurately.
3. I can distinguish evidence from explanation.
4. I can name a similarity and a difference.
5. I can use a transition that matches the relationship.
6. I can explain what evidence shows together.

## 29. Remember This! (60-Second Retrieval)

**HABIT:** R1 restates; R2 refers back; R3 reflects. Both passages belong in the answer. R2 refers to evidence already discussed from both passages as a whole. R3 reflects the bigger picture without adding new evidence.

Say the sequence aloud: relationship, both sources, explanation, significance. Then say the warning aloud: a conclusion finishes the thinking; it does not start a new paragraph of evidence.

## 30. Vocabulary Infusion

| Word                  | Student-Friendly Meaning                        | Module Use                                     |
|-----------------------|-------------------------------------------------|------------------------------------------------|
| evidence              | specific source details used to support an idea | Name a detail from Passage 9 and Passage 10.   |
| explanation           | reasoning that tells what evidence means        | Explain what the paired details show together. |
| thesis (central idea) | the central answer that controls a response     | Restate it in fresh language in R1.            |
| transition            | a word or phrase that connects ideas            | Choose both, however, while, or together.      |
| paraphrase            | a source idea retold accurately in new words    | Use accurate paraphrase in planning.           |
| significance          | why an idea matters beyond one detail           | Write the Bluebird reflection.                 |

## 31. Conventions Connection

After the idea is complete, edit complete compound sentences, subject-verb agreement, comma use, avoidance of splices, avoidance of run-ons, avoidance of fragments, capitalization, and spelling. Conventions support the reader, but they do not replace revision for meaning.

## 32. Writing Connection

The writing habit is visible color by color: every sentence has a job. Green marks the central idea or restatement, yellow marks evidence, red or pink marks the relationship or explanation, a red or pink underline protects the important difference, and blue marks the larger significance. The exact colors may be implemented with highlighters, colored pencils, or labels.

### **33. Watch Out!**

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- Do not stop after the final body detail.
- Do not copy the opening as R1.
- Do not relist evidence as R2.
- Do not add a new detail in the conclusion.
- Do not make the political decision and technical experimentation sound equal.

### **34. Ready Check**

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Before Day 1, confirm that students have clean copies of both passages, a way to mark TRACKS categories, response pages, sentence stems, conclusion lab materials, and a progress tracker. Confirm that the teacher can show one connected model and identify the sentence job of every line.

### **35. Teacher Look-Fors**

---

- The student names both source titles or labels.
- The response includes accurate evidence from each passage.
- A bridge word shows the relationship.
- The explanation says what the details prove together.
- The response preserves the difference in context and consequence.
- The conclusion has visible R1, R2, and R3 jobs.
- The student revises for meaning, coherence, and clarity before editing.

## Vocabulary, Content & Preparation

### 36. Complete Tier 1 Vocabulary

**TEACHER SCRIPT**

*"These everyday words help you talk about the work of a conclusion. Say each word, use it in a sentence about the two passages, and listen for the idea it carries."*

| Word    | Student-Friendly Meaning      | Oral Rehearsal                                      |
|---------|-------------------------------|-----------------------------------------------------|
| end     | the last part                 | The end of a response should complete the thinking. |
| finish  | to complete something         | I finish by explaining why the idea matters.        |
| return  | to go back to an earlier idea | R2 returns to evidence already used.                |
| think   | to use the mind to understand | I think about the relationship before I write.      |
| idea    | a thought or understanding    | My central idea controls the response.              |
| meaning | what something communicates   | The paired details have meaning together.           |
| point   | the main idea                 | The point of R3 is why the idea matters.            |
| whole   | complete; all parts together  | R2 refers to the evidence as a whole.               |
| connect | to join ideas                 | Both passages connect through continued work.       |
| matter  | to be important               | The final sentence explains why it matters.         |

### 37. Complete Tier 2 Vocabulary

**TEACHER SCRIPT**

*"Academic words make your thinking visible. When you use evidence, explanation, transition, paraphrase, and significance accurately, a reader can follow the relationship across both passages."*

| Word                  | Student-Friendly Meaning                        | Module Example                                                                  |
|-----------------------|-------------------------------------------------|---------------------------------------------------------------------------------|
| evidence              | specific source details used as support         | The closed windows and the glowing bulb are source details with different jobs. |
| explanation           | reasoning that tells what evidence means        | The evidence shows that continued work can move an idea forward.                |
| thesis (central idea) | the central answer that controls a response     | Both passages show continued work, but their contexts and consequences differ.  |
| transition            | a word or phrase that connects ideas            | However signals an important difference.                                        |
| paraphrase            | a source idea retold accurately in new words    | The student retells the formula without changing its meaning.                   |
| compare               | to explain meaningful similarities              | Compare the continued work in the convention and the workshop.                  |
| contrast              | to explain meaningful differences               | Contrast the political stakes and the technical challenge.                      |
| synthesize            | to combine evidence into a larger understanding | Synthesize the shared pattern and protected difference.                         |
| coherence             | clear, logical flow between ideas               | R1, R2, and R3 create coherence.                                                |
| significance          | why an idea matters beyond one detail           | R3 states the significance of the established relationship.                     |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

*"These words belong to the passage content and framework. Use them precisely, and make every definition answerable from the passages or the lesson work."*

| Word                    | Pronunciation              | Student-Friendly Meaning                                   |
|-------------------------|----------------------------|------------------------------------------------------------|
| inference               | IN-fer-ens                 | a logical idea formed from evidence and reasoning          |
| compromise              | KOM-pruh-mize              | an agreement in which sides give up part of what they want |
| representation          | rep-rih-zen-TAY-shun       | having a voice through people in government                |
| Three-Fifths Compromise | three-FIFTHS KOM-pruh-mize | an unfair historical formula used for representation       |
| delegate                | DEL-uh-git                 | a person chosen to represent others                        |
| experiment              | ik-SPAIR-uh-ment           | a test used to learn how something works                   |
| electrical              | ih-LEK-trih-kul            | related to electricity                                     |
| consequence             | KON-si-kwens               | what happens because of an action or decision              |
| persistence             | per-SIS-tens               | continued effort even when work is difficult               |
| unresolved              | un-rih-ZOLVD               | not fully settled or solved                                |

**Oral Rehearsal:** Use one Tier 2 word and one Tier 3 word in a complete sentence about both passages.

### 39. Background Knowledge & Teacher Context

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This module increases stamina and moves students from simply using both texts to explaining the relationship between them. Students should use comparison language deliberately: both, similarly, however, while, in contrast, unlike, and whereas. Strong responses do not place two summaries side by side. They make the relationship visible.

#### **Passage 9 Context**

A Difficult Compromise explains how representation, slavery, and political power shaped debate at the Constitutional Convention. The compromise allowed the convention to move forward but strengthened slaveholding states while enslaved people remained without political rights.

#### **Passage 10 Context**

A Visit to the Workshop follows Zaylen as she watches Edison and his workers test electric-light materials. Failed trials provide information that guides later attempts, and the work continues after a promising result.

#### **Educator Insight**

Students often answer HOW prompts by retelling. Require a relationship word and an explanation sentence. A strong comparison may hold two truths at once: the texts can share a pattern and still differ greatly in stakes, process, or consequences.

**Historical Care:** Do not flatten the passages into equal problems. The political decision in Passage 9 involved slavery, representation, denied rights, and lasting human harm. Passage 10 presents a technical challenge solved through experimentation. Similar structure does not mean equal consequence.

## 40. Materials Needed

| Item                                             | Purpose                                            |
|--------------------------------------------------|----------------------------------------------------|
| Student copies of both passages                  | Read, annotate, and cite Passage 9 and Passage 10. |
| Interactive notebooks or response pages          | Record evidence and draft responses.               |
| Highlighters or colored pencils in TRACKS colors | Mark important details and sentence jobs.          |
| Conclusion Lab materials                         | Rehearse the module skill with peers.              |
| Transition and sentence-stem cards               | Support accurate oral and written explanations.    |
| Student progress tracking chart                  | Record strengths, next steps, and evidence.        |
| Daily Deck slides                                | Launch, practice, and close each lesson.           |

## 41. Preparation Before Day 1

- ☐ Print clean student copies of "A Difficult Compromise" and "A Visit to the Workshop".
- ☐ Print TRACKS-highlighted copies and verify that the six categories are labeled.
- ☐ Prepare sentence stems for a relationship, a protected difference, R1, R2, and R3.
- ☐ Sort Conclusion Lab cards and keep teacher keys separate from student materials.
- ☐ Place Passage 9 and Passage 10 labels on response pages.
- ☐ Prepare colored pencils or highlighters for full color-coding.
- ☐ Prepare the student progress tracking chart and the independent writing prompt.
- ☐ Review the model conclusion and mark the evidence that is already established before R2.

## 42. Weekly Timing & Transition Overview

| Day   | Minutes | GRADUATE Stage    | What Happens                                                                                  |
|-------|---------|-------------------|-----------------------------------------------------------------------------------------------|
| Day 1 | 15      | Gather + Reveal   | Launch the prompt, read both passages, model the relationship, and reveal R1/R2/R3.           |
| Day 2 | 15      | Attempt           | Practice connected evidence and conclusion sentence jobs in the Conclusion Lab.               |
| Day 3 | 15      | Discuss + Use     | Discuss accurate evidence, write independently, and draft a conclusion.                       |
| Day 4 | 15      | Award + Target    | Recognize a strength, revise for meaning, and choose a next step.                             |
| Day 5 | 15      | Explain / Educate | Teach the sentence jobs to a partner, transfer the habit, and complete the conventions check. |

## 43. Tiny Times Transition

Use short transitions to preserve stamina. Before reading, say the passage titles and source labels. Before writing, say the relationship. Before revising, name the sentence job that is missing. Before editing, read the full response aloud. Before closing, repeat HABIT: R1 restates; R2 refers back; R3 reflects.

### QUIET THINK TIME

Give students a few seconds to reread the detail, name the relationship, and rehearse the sentence before anyone writes.

## Citizenship & Content Connection

### 44. The Citizenship Connection

Reading both passages invites careful attention to power, fairness, human rights, invention, persistence, and the consequences of decisions. The connection is not that the situations are equal. The connection is that students can study how people continue working after a decision, discovery, or breakthrough while asking who is affected and what remains unresolved.

| Passage                 | Content Idea                                                                             | Question for Responsible Discussion                                          |
|-------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| A Difficult Compromise  | An agreement can move a group forward without being fair to everyone affected.           | When leaders compromise, whose interests are protected, and who is left out? |
| A Visit to the Workshop | Failed tests can provide information that guides continued work.                         | How can careful records help a team decide what to try next?                 |
| Both passages           | People continue working after an important decision or discovery, but the stakes differ. | What does the shared pattern show, and what difference must remain visible?  |

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

#### Anchor Chart: Two Texts, One Connected Explanation

| Move                  | Student Action                                               | Teacher Language                                         |
|-----------------------|--------------------------------------------------------------|----------------------------------------------------------|
| Name the relationship | State the shared pattern or meaningful difference.           | "Say how the passages relate before you list details."   |
| Pair evidence         | Use one detail from Passage 9 and one from Passage 10.       | "Both passages belong in the answer."                    |
| Use a transition      | Choose both, similarly, however, while, unlike, or together. | "Let the word show the exact connection."                |
| Explain               | Tell what the two details show together.                     | "Evidence is not finished until the meaning is visible." |
| Protect a difference  | Name the different context or consequence.                   | "Similar structure does not mean equal consequence."     |
| Reflect               | Explain why the established relationship matters.            | "R3 is the bigger picture, not a new detail."            |

#### R1/R2/R3 Conclusion Chart

| Sentence | Job                                                       | Color  | Check                    |
|----------|-----------------------------------------------------------|--------|--------------------------|
| R1       | Restates the thesis (central idea) in fresh language.     | Green  | <input type="checkbox"/> |
| R2       | Refers to evidence from both passages as a whole.         | Yellow | <input type="checkbox"/> |
| R3       | Reflects on the larger significance in a Bluebird moment. | Blue   | <input type="checkbox"/> |

#### Full Color-Coding Key

| Color                   | Sentence Job                        | Question                                |
|-------------------------|-------------------------------------|-----------------------------------------|
| Green                   | Central idea or restatement         | What is the response teaching?          |
| Yellow                  | Evidence                            | Which passage detail supports it?       |
| Red or pink             | Relationship or explanation         | What do the two details show together?  |
| Red or pink, underlined | Protected difference                | What important distinction must remain? |
| Blue                    | Significance or Bluebird reflection | Why does the established idea matter?   |

### 46. Core Habit / Strategy Explanation

The paired-passage habit is simple to say and demanding to do: one answer uses both texts. **BOTH passages = complete answer.** Students first identify the relationship, then locate one accurate piece of evidence from each passage, connect the details in one sentence, and explain the relationship. HOW prompts ask how two texts are similar, differ, or relate; the response is controlled by a thesis (central idea). This is informative writing. Students explain how the passages develop a shared pattern while protecting a meaningful difference.

TRACKS helps students find details. The conclusion HABIT helps students finish the response. These frameworks have different jobs. TRACKS marks measurable evidence in the passages. R1/R2/R3 organizes the ending. Full color-coding helps students see that every sentence has a job and a color.

**TEACHER SCRIPT**

*"Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage."*

**Student response frame:** In Passage 9, \_\_\_\_\_; in Passage 10, \_\_\_\_\_. Together, these details show \_\_\_\_\_, while the important difference is \_\_\_\_\_.

## 47. Student Source Passage(s)

**Passage use:** use the two paired source texts below at high stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

### Passage 1: "A Difficult Compromise" (Stamina: High)

- [1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.
- [2] The United States was still a young nation. Under its first plan of government, Congress had little power to collect money or solve problems between the states. Many leaders feared that the country would not survive unless the government became stronger. Delegates from twelve states traveled to Philadelphia to write a new plan. Rhode Island chose not to send anyone.
- [3] The meetings were held in secret so delegates could speak freely. Windows were often kept closed even during the hot summer. Inside the meeting room, delegates discussed how Congress should be organized and how much power the national government should have. Large states wanted representation based on population. Small states feared that this would allow the largest states to control every decision.
- [4] The delegates settled part of that argument by creating two parts of Congress. In the Senate, every state would have two members. In the House of Representatives, the number of members from each state would depend on population. This agreement raised another difficult question: Who would be included when a state's population was counted?
- [5] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.
- [6] Slavery existed in both regions, but it was especially important to the economy of the South. Many Southern landowners operated large farms and plantations. Enslaved men, women, and children were forced to grow crops such as tobacco, rice, and indigo. They worked without pay and could not choose where to live or how to use their own labor.
- [7] Northern delegates noticed a contradiction. Southern leaders often treated enslaved people as property when discussing laws and business. However, those same leaders wanted to count enslaved people as members of the population when representation was discussed. Northern delegates argued that Southern states should not receive extra power from people who had no political voice.
- [8] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.
- [9] The rule was a mathematical formula, not a statement that a person could truly be divided into pieces. For every five enslaved people living in a state, three were added to the population total used for representation. If a state had 5,000 enslaved people, 3,000 would be included in that count. The formula was also used when certain taxes were divided among the states.
- [10] This arrangement gave Southern states more seats in the House than they would have received if enslaved people had not been counted. It also gave those states more votes in the Electoral College, which selects the president. However, enslaved people gained no power from the decision. They could not vote, run for office, or choose the representatives whose numbers increased because of them.
- [11] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.
- [12] That deeper problem was slavery. The new nation had been founded on statements about liberty and natural rights, yet hundreds of thousands of people remained enslaved. The Constitution created a stronger

government, but it did not free them. It protected an agreement that allowed slaveholding states to gain political influence while continuing to deny freedom to enslaved people.

[13] The compromise also shaped later national decisions. Because Southern states received additional representatives and electoral votes, leaders who supported slavery held greater power in the government. They could influence laws, presidential elections, and appointments. This made it more difficult for opponents of slavery to change national policy.

[14] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

[15] As the country expanded westward, the disagreement became more serious. Each time a new state entered the Union, leaders argued about whether slavery would be allowed there. The answer could change the balance between free states and slave states in Congress. Lawmakers made additional compromises, but each one delayed rather than settled the conflict.

[16] By 1861, the nation had divided and the Civil War had begun. After four years of fighting, the Thirteenth Amendment ended slavery in the United States. The Fourteenth Amendment later required states to count the whole number of persons for representation. That change ended the three-fifths formula.

[17] The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it. The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.

[18] The event also raises questions that citizens can still consider. When leaders compromise, whose interests are protected? Who is asked to give something up? Who is left out of the discussion? Studying the convention does not require readers to accept every decision the delegates made. Instead, it allows them to examine how power, fairness, and human rights can come into conflict.

[19] The Constitution helped create a national government, but the Three-Fifths Compromise remains one of its most troubling agreements. It reminds readers that laws can have effects far beyond the moment in which they are written. It also shows why citizens must carefully examine whether government decisions honor the rights and dignity of every person.

## **Passage 2: "A Visit to the Workshop" (Stamina: High)**

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked toward a small building filled with light. "That's where he works," her brother whispered.

[2] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night. Zaylen was not sure what to expect, but she was eager to see the place where he worked.

[3] Her brother opened the door, and warm air rushed toward them. The room smelled like oil, metal, and smoke. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, and pieces of metal covered nearly every open space. Some workers carried boxes across the room. Others leaned over tables and studied small parts.

[4] In the center of it all stood Thomas Edison, speaking quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. He seemed too busy to notice the visitors at first.

[5] Several workers listened as Edison gave directions. One man wrote notes in a thick book. Another checked a machine near the wall. A third worker carefully cleaned a glass bulb. No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[6] "What are they doing?" Zaylen whispered.

[7] "They are trying to make electric light last longer," her brother explained. "Other people have made electric

lights before, but the lights often burn out too quickly. Edison and his workers are testing different materials."

[8] One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it. Then he nodded, and the worker connected the bulb to several wires on the table.

[9] The room grew quieter. Even the workers across the room stopped what they were doing and turned to watch.

[10] A moment later, the bulb began to glow.

[11] The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.

[12] The workers watched closely. One of them checked the time. Another wrote down the result. Edison did not cheer. Instead, he asked how long the wire had lasted during the earlier test and what material had been used. Then he told the group to prepare another bulb.

[13] Edison looked around the room and smiled. "We're getting closer," he said. "People should have light that is safe and lasts longer."

[14] Zaylen thought about her home, where her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light. On windy nights, the flame sometimes went out.

[15] Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table. No one would need to carry a flame from room to room.

[16] As she looked around, she noticed several bulbs that were dark. Some had burned marks inside them. Others were cracked or broken. Her brother explained that many experiments had failed. Some wires burned too quickly, while others did not glow brightly enough.

[17] "Doesn't Edison get tired of failing?" Zaylen asked.

[18] Before her brother could answer, Edison turned toward them. He had heard her question.

[19] "Of course I get tired," he said. "But a failed test can still teach us something. It shows us what does not work, and that helps us decide what to try next."

[20] Edison picked up a thick notebook. Each page was filled with numbers and short notes. The workers recorded the material they used, how brightly it glowed, and how long the light lasted.

[21] "We write everything down," Edison explained. "Good ideas are important, but careful records are important too."

[22] Then a worker called Edison back to another table. He nodded to Zaylen and quickly returned to work.

[23] Suddenly, a sharp pop came from across the room. One of the bulbs had cracked. A worker sighed, cleaned the table, and reached for another bulb. No one laughed at him or became angry. They simply studied what had happened and began again.

[24] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes. The bright bulb in front of her had come after many dark ones.

[25] Zaylen's brother told her it was time to leave. Before going, she took one last look around the room. Edison was bending over another table, studying a new wire. One worker checked a clock while another added notes to a book. Every tool, broken bulb, and written result was part of the search for a better light.

[26] Outside, the cold night air touched her face. The streets were still dim, but Zaylen knew something was changing.

[27] As she and her brother walked home, she glanced back at the workshop, where the lights continued to shine late into the night. She wondered if one day homes, stores, schools, and entire streets would glow with the same steady light.

[28] Her brother looked back too. "Someday, people may forget how dark the nights used to be," he said.

[29] Zaylen smiled. She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames. The idea no longer seemed impossible. She had seen the light with her own eyes.

[30] Behind them, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

## 48. Student Annotation Guide

### A Difficult Compromise

| TRACKS | Evidence Target                                                                | What to Notice                                       |
|--------|--------------------------------------------------------------------------------|------------------------------------------------------|
| T      | the summer of 1787; 1861; after four years of fighting                         | Time frames the convention and later consequences.   |
| R      | the compromise helped the group move forward; disagreements did not go away    | Reactions and outcomes are not the same as justice.  |
| A      | delegates argued, proposed a compromise, and counted people for representation | Actions and decisions move the political problem.    |
| C      | Character, Concept, Creature                                                   | People and central concepts shape the debate.        |
| K      | House, Senate, Electoral College, Thirteenth Amendment                         | Background knowledge helps explain the consequences. |
| S      | Philadelphia, secret meetings, closed windows, hot summer                      | Setting places the debate in a specific moment.      |

### A Visit to the Workshop

| TRACKS | Evidence Target                                                             | What to Notice                                                  |
|--------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|
| T      | 1880; late into the night; one moment later                                 | Time frames the historical visit and ongoing work.              |
| R      | Zaylen gasped; Edison said, "We're getting closer"; the workers began again | Reactions show surprise, patience, and continued effort.        |
| A      | workers tested materials, recorded results, and prepared another bulb       | Actions show an experimental process.                           |
| C      | Character, Concept, Creature                                                | People collaborate around a shared problem.                     |
| K      | materials, wires, records, failed tests, and a longer-lasting light         | Knowledge explains how a result guides the next attempt.        |
| S      | oil, metal, smoke, warm air, crowded tables, dim streets                    | Setting makes the workshop and the need for better light vivid. |

## 49. TRACKS Evidence Highlighting

Read both passages for measurable evidence. The clean copies support fluent reading. The Student Annotation Guides identify exact evidence targets. The highlighted copies show how the same six categories can organize evidence across nonfiction and historical fiction.

| Letter | Category                     | What to Look For                                                                                             | Highlight Color |
|--------|------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------|
| T      | Time                         | Age, era, dates, cultural details, or historical details. Often adjectives.                                  | Pastel Green    |
| R      | Reactions                    | Reactions, solutions, resolutions, or effects. Often verbs or adverbs.                                       | Pastel Purple   |
| A      | Actions                      | Actions, problems, conflicts, or causes. Often verbs or adverbs.                                             | Pastel Yellow   |
| C      | Character, Concept, Creature | Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns. | Pastel Yellow   |
| K      | Key Knowledge                |                                                                                                              |                 |

|   |                   |                                                                                                               |               |
|---|-------------------|---------------------------------------------------------------------------------------------------------------|---------------|
|   |                   | All other important information needed for the meaning of the passage that is not in another TRACKS category. | Pastel Orange |
| S | Scenery / Setting | Setting characteristics acknowledged or measured through the five senses.                                     | Pastel Green  |

**TEACHER SCRIPT**

*"Highlighting is not the finish line. After you mark a detail, name its source, identify its job, and explain how it connects to a detail in the other passage."*

**Before Students Read:** Preview the two passages. As students read, they TAP the TRACKS. They hunt for the six kinds of evidence and highlight each with the TRACKS color. TRACKS marks evidence in the passage; the shapes are used only to analyze the prompt.

## 50. Five-Day GRADUATE Lesson

### DAY 1 | GATHER AND REVEAL | 15 MINUTES

| Stage  | Teacher Move                                      | Student Evidence                                       |
|--------|---------------------------------------------------|--------------------------------------------------------|
| GATHER | Launch the prompt and both source titles.         | Names the shared pattern and the important difference. |
| REVEAL | Model a connected response and identify R1/R2/R3. | Labels every sentence job and color.                   |

**TEKS for Today:** [5.11(B)(iii)], [5.11(C)(iii)]

**ELPS for Today:** 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification; 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse.

#### GATHER

##### TEACHER SCRIPT

*"Today we will look for how a conclusion finishes the thinking. Both passages belong in our answer. We will name a relationship, protect an important difference, and watch how a writer moves from evidence to a bigger picture."*

Display the formal writing prompt: **Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.** Ask students to underline both passages, continuing to work, and the important decision, discovery, or breakthrough. Remind them that this is an informative paired-passage prompt. Students are explaining a relationship, not debating sides.

Read the titles aloud. Ask students to anticipate one possible relationship and one possible difference. Accept only ideas that can be checked in the passages. Passage 9 presents a political conflict about representation and an agreement that moved the convention forward but did not solve the deeper problem. Passage 10 presents a technical challenge in which testing, recording, and repeated attempts move the search for better light forward.

#### REVEAL

##### TEACHER SCRIPT

*"I am going to show you the thinking that belongs before the conclusion. I will use both passages, connect their details, protect their difference, and then build three final sentences."*

Model a SET introduction: People often respond to hard problems by continuing to work even when the path forward is uncertain. "A Difficult Compromise" presents a political conflict over representation, while "A Visit to the Workshop" presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different.

Color-code the model. Green marks the central idea. Yellow marks the passage references. Red or pink marks the relationship. A red or pink underline marks the protected difference. Blue will be reserved for the final reflection. Explain that every sentence has a job and a color.

## Modeled Conclusion

**R1, green:** Both passages show that moving forward requires people to continue working when an important problem is not finished. **R2, yellow:** The delegates kept working through a difficult representation decision, and Edison and his workers kept testing, recording, and beginning again after failed bulbs. **R3, blue:** Together, these passages show that continued work can change what happens next, while careful readers must still examine the different human consequences of each situation.

Point out that R2 refers to evidence already discussed from both passages as a whole. R3 does not add a new fact. It reflects on the relationship and preserves the difference. Ask students to mark the sentence jobs in their notebooks.

## Connect the Thesis (central idea) to the Conclusion

Have students draw an arrow from the thesis (central idea) to R1. Then draw an arrow from the paired body evidence to R2 and from the established relationship to R3. Say that a conclusion should feel earned because each sentence grows from work the response has already done.

### DAY 2 | ATTEMPT | 15 MINUTES

| Stage      | Teacher Move                               | Student Evidence                                                |
|------------|--------------------------------------------|-----------------------------------------------------------------|
| ATTEMPT    | Guide students through the Conclusion Lab. | Pairs one detail from each passage and explains the connection. |
| Color-code | Ask students to mark each sentence job.    | Every sentence has a job and a color.                           |

**TEKS for Today:** [5.11\(B\)\(iii\)](#), [5.11\(C\)\(iv\)](#)

**ELPS for Today:** 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse; 3(G)(ii) demonstrate reading comprehension of content-area texts by paraphrasing.

## ATTEMPT

### TEACHER SCRIPT

*"Your job is to build a conclusion from evidence that is already on the page. First say the relationship. Then use one detail from each passage. Finally explain the bigger picture without adding a new detail."*

Give pairs three cards: one relationship card, one Passage 9 evidence card, and one Passage 10 evidence card. Students read the cards, check each detail in the source, and build one connected sentence.

Suggested evidence includes the delegates continuing the convention despite disagreement, the compromise moving the group forward without solving slavery, the workers recording the material and time, and the workers beginning again after a bulb cracked.

Ask pairs to choose a transition. **Both** and **similarly** signal a shared pattern. **However**, **while**, and **unlike** signal a difference. **Together** signals the synthesis. Students must say what the two details show together, not merely place them beside one another.

## Conclusion Lab Sample

**R1:** Both passages show people continuing to work when a difficult problem is still unfinished. **R2:** The delegates continued through disagreement, while the workshop team recorded failed tests and prepared another bulb. **R3:** The shared pattern makes persistence visible, but the passages also remind readers to examine whether the result protects people or solves a technical need.

Have students color R1 green, R2 yellow, and the relationship words red or pink, underline the protected difference in red or pink, and color R3 blue. Ask partners to point to the established evidence that supports R2. If a partner introduces a new detail, the writer crosses it out and returns to the body evidence.

**DAY 3 | DISCUSS AND USE | 15 MINUTES**

| Stage   | Teacher Move                                    | Student Evidence                         |
|---------|-------------------------------------------------|------------------------------------------|
| DISCUSS | Clarify accuracy, relationship, and difference. | Oral explanation names both sources.     |
| USE     | Assign an independent response and conclusion.  | Drafts a three-sentence R1/R2/R3 ending. |

**TEKS for Today:** **5.11(B)(iii)**, **5.11(C)(vii)**

**ELPS for Today:** 3(G)(ii) demonstrate reading comprehension of content-area texts by paraphrasing; 4(F)(ix) write to explain or justify with supporting evidence using appropriate content for a specific purpose.

**DISCUSS**

**TEACHER SCRIPT**

*"Before you write, tell your partner what the two passages show together. Name one similarity, one difference, and one piece of evidence from each source. Your words should be accurate enough for your partner to find the detail."*

Use the conference routine. A student points to a detail in Passage 9 and paraphrases it. The partner asks, "What is the evidence job?" The student names whether it shows a decision, a result, a consequence, or a continuing action. The student then points to a detail in Passage 10 and says how the two details connect. The final oral sentence must preserve the difference between the passages.

Discuss the political decision with care. The compromise helped the convention move forward, but enslaved people gained no political power and the deeper problem remained. Discuss the workshop with equal accuracy. A glowing bulb was a promising result, but the workers continued recording, testing, and beginning again. The shared pattern is continued work; the consequences are different.

**USE (Try It On Your Own!)**

**Independent prompt:** Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

Students draft a SET introduction, one connected body paragraph, and a conclusion with three sentences. Require both passages. Ask students to underline the central idea, label Passage 9 and Passage 10 evidence, circle the relationship transition, and mark R1, R2, and R3 in the conclusion.

**Independent Conclusion Check**

| Check                                                | Yes / Revise | Evidence in My Work |
|------------------------------------------------------|--------------|---------------------|
| R1 restates in fresh language.                       |              |                     |
| R2 refers to evidence from both passages as a whole. |              |                     |
| R3 reflects the bigger picture.                      |              |                     |
| No new evidence appears in the conclusion.           |              |                     |
| Every sentence has a job and a color.                |              |                     |

**DAY 4 | AWARD AND TARGET | 15 MINUTES**

| Stage  | Teacher Move                                 | Student Evidence                                          |
|--------|----------------------------------------------|-----------------------------------------------------------|
| AWARD  | Recognize a precise strength in the writing. | Student points to a sentence that demonstrates the skill. |
| TARGET | Choose one revision next step.               | Student revises for meaning, coherence, or clarity.       |

**TEKS for Today:** [5.11\(B\)\(iii\)](#), [5.11\(C\)\(viii\)](#)

**ELPS for Today:** 4(F)(ix) write to explain or justify with supporting evidence using appropriate content for a specific purpose; 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification.

## AWARD

### TEACHER SCRIPT

*"Award yourself for a move you can prove. Point to the sentence where you used both passages, explained the relationship, protected the difference, or completed one job in the conclusion."*

Students reread their independent response and mark one strength. Possible awards are Accurate Both-Source Evidence, Clear Relationship, Protected Difference, Strong R1, Complete R2, or Bluebird R3. Students must point to the words that earned the award.

## TARGET

### TEACHER SCRIPT

*"Choose one target you can complete today. Add an explanation for coherence, delete repetition for clarity, strengthen a transition, or revise a conclusion sentence so its job is visible."*

Model a weak ending that stops after evidence: "The workers recorded the result and the delegates made a compromise." Ask what is missing. Add R1 in fresh language, R2 as a whole-evidence reference, and R3 as a reflection. Then ask students to revise their own ending. A student who has all three jobs may revise a sentence to protect the important difference more precisely.

Students revise for meaning before editing conventions. The teacher checks added ideas for coherence, deleted ideas for coherence, added ideas for clarity, and deleted ideas for clarity. After the revision, the student rereads the complete response aloud.

## DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

| Stage   | Teacher Move                                           | Student Evidence                                       |
|---------|--------------------------------------------------------|--------------------------------------------------------|
| EXPLAIN | Ask students to explain the habit to a partner.        | Oral explanation names R1, R2, R3, and both passages.  |
| EDUCATE | Transfer the habit to a new pair of familiar examples. | Student teaches a relationship and conclusion process. |
| ASSESS  | Complete conventions and progress checks.              | Submission includes capitalization and spelling check. |

**TEKS for Today:** [5.11\(B\)\(iii\)](#), [5.11\(C\)\(viii\)](#)

**ELPS for Today:** 1(E)(i) demonstrate listening comprehension by restating, responding, paraphrasing, summarizing, or asking for clarification; 2(E)(i) explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic discourse.

## EXPLAIN

### TEACHER SCRIPT

*"Teach your partner the HABIT: R1 restates, R2 refers back, and R3 reflects. Explain why R2 must use evidence already discussed and why R3 must not introduce a new detail."*

Partner A explains the habit with the module passages. Partner B listens for both source labels, the relationship, the important difference, and the three sentence jobs. Partners switch. Each student points to one sentence in the response that proves the explanation.

## **EDUCATE**

Students choose two familiar examples, routines, or events and practice the same sequence: name the relationship, pair one accurate detail from each, explain what the details show together, preserve a difference, and write R1/R2/R3. The transfer should preserve the structure without adding an unrelated topic.

### **Transfer**

Ask students to explain how a final sentence can show why an idea matters without adding a new fact. Students may use the workshop's continued recording and the convention's unresolved deeper problem only as the established module example. They then complete a capitalization-and-spelling check on their own response.

### **Return to the Citizenship Connection**

Ask: What does it mean to examine a shared pattern without flattening important differences? Students should say that both passages show continued work, while Passage 9 includes denied rights and lasting human harm and Passage 10 follows technical experimentation.

### **Return to the Overarching Question**

Ask students to answer in one sentence: A strong conclusion shows finished thinking because it restates the central idea, refers back to both passages as a whole, and reflects on why the established relationship matters.

## Student Exemplars

### 51. Low / Developing Exemplar

| Student Response                                                                                                                                                      | Teacher Annotation                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Both passages are about people working. The delegates made a compromise. Edison made a light. The workers kept trying. The delegates had a problem. It was important. | The student notices continued work and names both passages, but the response places details beside one another. R1, R2, and R3 are not yet visible. The student needs a relationship sentence, a protected difference, and a conclusion that refers to established evidence as a whole. |
| <b>Next Step:</b> Build one R1 sentence, one R2 sentence that names the evidence from both passages, and one R3 sentence that explains why the relationship matters.  | Use the frame: Both passages show _____. The delegates _____, while the workshop team _____. Together, this matters because _____.                                                                                                                                                      |

**Teacher Guidance:** Honor the accurate details. Ask the student to draw a line between the convention evidence and the workshop evidence. Ask, "What do these details show together?" Then ask, "What important difference must we keep?" Do not supply the full ending before the student rehearses the relationship.

### 52. Medium / Approaching Exemplar

| Student Response                                                                                                                                                                                                                                                                                                    | Teacher Annotation                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Both passages show that people have to keep working. In "A Difficult Compromise," delegates argued about representation and made the Three-Fifths Compromise. In "A Visit to the Workshop," Edison and his workers tested bulbs and wrote down results. This shows that work can continue after a difficult moment. | The student uses both passages and gives accurate evidence. R1 is present in fresh language and R2 refers back to established evidence. R3 is close, but it could reflect on the bigger picture and preserve the important difference in consequences. |
| <b>Revision Target:</b> Add a final reflection: continued work can move a group or a search forward, but the political agreement did not solve the deeper injustice while the workshop tests were part of technical experimentation.                                                                                | The added sentence is not new evidence. It explains the meaning of the evidence already used and protects the distinction between the passages.                                                                                                        |

**Revised Conclusion:** Both passages show that people keep working when a difficult problem is not finished. The delegates continued through disagreement, and the workshop team continued testing and recording after failed bulbs. Together, the passages show the power of persistence, while the different consequences remind readers that moving forward does not always mean that a problem has been solved fairly.

### 53. High / Secure Exemplar

| Student Response                                                                                                                                                                                                                                                                                                                                                                                                      | Color and Job Annotation                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| People often respond to hard problems by continuing to work even when the path forward is uncertain. "A Difficult Compromise" presents a political conflict over representation, while "A Visit to the Workshop" presents a technical challenge involving practical electric light. The passages develop a similar pattern of persistence, but the kinds of challenges, choices, and consequences are very different. | Green: central idea and R1. Yellow: source evidence from both passages and R2. Red or pink: similarly, but, and together explain the relationship. Red or pink underline: the different political and technical consequences remain visible. Blue: R3 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The delegates continued discussing representation after the first agreement about Congress because the question of who would be counted remained unresolved. Similarly, Edison and his workers continued testing materials after the bulb glowed, recording how long the wire lasted and preparing another bulb. These details show that progress depends on examining results and continuing the work, but Passage 9 also shows that an agreement can move a government forward while leaving people without freedom or representation.</p> <p>Both passages therefore show that moving forward requires continued work after a decision or breakthrough. The convention's debate and the workshop team's tests together show that one moment rarely finishes a difficult process. The relationship matters because persistence can shape what happens next, yet readers must examine the consequences of the decisions and methods that produce that progress.</p> | <p>reflects on why the established idea matters.</p>                                                                                             |
| <p><b>Why It Is Secure:</b> The response uses both texts in one answer, explains a meaningful similarity, preserves a critical difference, and ends with R1/R2/R3. The conclusion adds no new evidence. It refers to the convention debate, the workshop tests, the recorded results, and the established consequences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Teacher Notice:</b> The final sentence is a Bluebird moment because it broadens the established thinking without leaving the passages.</p> |

### Additional Secure Exemplars

| R1                                                                               | R2                                                                                                                           | R3                                                                                                                       |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Both texts show that important work continues after a first decision or result.  | The convention moved forward after a compromise, and the workshop team continued after a bulb glowed and after bulbs failed. | This matters because a result can open the next step without settling every question or guaranteeing a fair consequence. |
| The passages present persistence as work that happens after an uncertain moment. | Delegates kept discussing representation, while Edison and his workers recorded tests and began again.                       | Readers learn to look beyond the moment of progress and examine what the continued work changes.                         |

### Secure Response: Evidence and Explanation

| Evidence                                                                                          | Explanation                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Passage 9: The compromise helped the group move forward, but it did not solve the deeper problem. | This detail shows that moving forward and solving a problem are not always the same.                                                                                   |
| Passage 10: The workers recorded the material, brightness, and time, then prepared another bulb.  | This detail shows how a result becomes information for the next attempt.                                                                                               |
| Paired understanding                                                                              | Both passages show continued work, but the first warns about the human consequences of an unjust decision while the second shows a technical search guided by testing. |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

A complete response explains how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough. A strong response may identify persistence, continued inquiry, or working after an uncertain moment as the shared pattern. It must also preserve the different contexts and consequences.

Accept accurate paraphrases of the delegates continuing through disagreement, the compromise moving the convention forward without solving slavery, the workers testing materials, the glowing bulb, the records, the failed bulbs, and the decision to begin again. Require the student to name the source and explain the evidence job. Evidence alone is incomplete until the student tells what it means.

For the conclusion, R1 restates the central idea in fresh language. R2 refers to the evidence from both passages as a whole. R3 reflects on the significance of the established relationship. Do not accept a new detail in R2 or R3. A conclusion that merely stops after the last body sentence is not complete.

### 55. Standards Evidence Trail

| Standard                                                                                                  | Student Artifact                                      | Teacher Evidence                                                       |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------|
| <b>5.11(B)(iii)</b>                                                                                       | Structured response with conclusion                   | Ideas are focused, organized, coherent, and finished purposefully.     |
| <b>5.12(B)(i)</b>                                                                                         | SET introduction and thesis (central idea)            | One clear central comparison controls the response.                    |
| <b>5.12(B)(ii)</b>                                                                                        | Evidence, transitions, explanation, conclusion        | Informational genre characteristics are visible.                       |
| <b>5.12(B)(iii)</b>                                                                                       | Precise relationship language and Bluebird reflection | Craft makes the relationship and significance clear.                   |
| <b>5.11(C)(iii)</b> , <b>5.11(C)(iv)</b>                                                                  | Meaning revision                                      | Student adds or deletes ideas for coherence.                           |
| <b>5.11(C)(vii)</b> , <b>5.11(C)(viii)</b>                                                                | Clarity revision                                      | Student adds explanation or deletes repetition.                        |
| <b>5.11(D)(ii)</b> , <b>5.11(D)(iii)</b> , <b>5.11(D)(iv)</b> ,<br><b>5.11(D)(v)</b> , <b>5.11(D)(xx)</b> | Conventions check                                     | Complete sentences, agreement, punctuation, and comma use are checked. |

### 56. Assessment Opportunities

| Moment        | Prompt                                                | Evidence to Collect                          |
|---------------|-------------------------------------------------------|----------------------------------------------|
| Day 1 Reveal  | What job does R1, R2, or R3 do?                       | Student labels the model accurately.         |
| Day 2 Attempt | What do the two details show together?                | Connected sentence using both sources.       |
| Day 3 Use     | How does your conclusion finish the response?         | Independent R1/R2/R3 conclusion.             |
| Day 4 Target  | Which sentence needs a coherence or clarity revision? | Before-and-after revision.                   |
| Day 5 Explain | Why must R2 use established evidence?                 | Oral explanation and final written response. |

### Assessment Prompt Bank

| Prompt | Expected Thinking |
|--------|-------------------|
|--------|-------------------|

|                                               |                                                                              |
|-----------------------------------------------|------------------------------------------------------------------------------|
| What shared pattern appears in both passages? | Continued work after an uncertain moment.                                    |
| What important difference must remain?        | Political injustice and denied rights differ from technical experimentation. |
| What does R2 do?                              | It refers to evidence from both passages as a whole.                         |
| What does R3 do?                              | It reflects on the bigger picture without new evidence.                      |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Prompt:** Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

**Directions:** Use both passages. Write a thesis (central idea), one connected evidence sentence with a detail from each passage, an explanation, and a three-sentence conclusion. Label R1, R2, and R3. Do not add new evidence in the conclusion.

**My thesis (central idea):**

---

**Evidence from Passage 9:**

---

**Evidence from Passage 10:**

---

**What do the details show together?**

---

**R1 restates:**

---

**R2 refers back:**

---

**R3 reflects:**

---

**Capitalization and spelling check:** I reread the whole response, checked sentence beginnings and proper nouns, checked spelling, and checked punctuation.

### 58. Exit Ticket Answer Key

| Required Part         | Answer Guidance                                                                                                                                                      |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thesis (central idea) | Both passages show that progress depends on continued work after an important decision or breakthrough, but the situations have different contexts and consequences. |
| Passage 9 evidence    | The delegates continued through disagreement; the compromise moved the convention forward but did not solve slavery or restore political voice to enslaved people.   |
| Passage 10 evidence   | Edison and his workers tested materials, recorded results, and began again after failed bulbs and a promising glow.                                                  |
| Explanation           | The paired details show that one decision or result does not finish difficult work.                                                                                  |
| R1                    | Freshly restates the established central idea.                                                                                                                       |
| R2                    | Refers to the convention work and workshop testing as a whole.                                                                                                       |
| R3                    | Reflects on why continued work and the different consequences matter.                                                                                                |

## 59. Scoring Principle

Score the response for thinking first. A high response uses both passages accurately, explains a relationship, protects a meaningful difference, and completes R1/R2/R3. A response may be brief and still be strong if every sentence has a clear job. A long response is not strong if it lists details without explaining what they show together or if it stops without a conclusion.

The capitalization-and-spelling check is required after revision. Check conventions after the student has added, deleted, or rearranged ideas for coherence and clarity.

## 60. Gradebook Conversion

| Level       | Descriptor                                                                                                       | Next Instruction                                                         |
|-------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Secure      | Both passages, accurate paired evidence, visible explanation, protected difference, and complete R1/R2/R3.       | Enrich with alternate reflections and precise craft choices.             |
| Approaching | Uses both passages and some relationship language, but one conclusion job or important difference is incomplete. | Rehearse the missing job with a source-labeled sentence stem.            |
| Developing  | Uses one passage heavily, lists details, or stops before the conclusion finishes the thinking.                   | Return to both source labels, paired evidence, and the R1/R2/R3 routine. |

## 61. Recommended Gradebook Label

**G5 C5 M3**

Building a Conclusion That Finishes the Thinking

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

| Field              | Assignment                                                                                                                                       |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Prompt             | Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough. |
| Source Requirement | Use "A Difficult Compromise" and "A Visit to the Workshop" in one connected response.                                                            |
| Central Idea       | State one thesis (central idea) about the relationship and preserve the important difference.                                                    |
| Evidence           | Use accurate, source-labeled details from both passages.                                                                                         |
| Explanation        | Explain what the two details show together.                                                                                                      |
| Conclusion         | Write R1, R2, and R3. Add no new evidence.                                                                                                       |
| Editing            | Complete a capitalization-and-spelling check after revision.                                                                                     |

**Teacher Scoring Note:** The response is informative. Students explain the relationship controlled by the thesis (central idea). They do not write a debate between opposing sides.

### 63. Student Planning Frame

#### STEP 1: SHAPE THE PROMPT

Circle the important nouns, box the important verb, and mark the relationship clue. Underline both passages.

#### STEP 2: STATE THE THESIS (CENTRAL IDEA)

Both passages show \_\_\_\_\_, but they differ in \_\_\_\_\_.

#### STEP 3: GATHER EVIDENCE

Passage 9: \_\_\_\_\_. Passage 10: \_\_\_\_\_.

#### STEP 4: CONNECT

Both / similarly / however / while / unlike / together, these details show \_\_\_\_\_.

#### STEP 5: EXPLAIN

The evidence matters because \_\_\_\_\_.

#### STEP 6: CONCLUDE

R1 restates \_\_\_\_\_. R2 refers back to \_\_\_\_\_. R3 reflects \_\_\_\_\_.

**Revision Reminder:** Add or delete ideas for coherence and clarity before editing conventions.

## 64. Writing Assignment Rubric

| Criteria             | Secure                                                           | Approaching                                      | Developing                                                   |
|----------------------|------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------|
| Both passages        | Uses accurate evidence from both passages in one response.       | Uses both, but one source is thin or imprecise.  | Relies on one passage or includes inaccurate source details. |
| Relationship         | Explains a meaningful similarity and difference.                 | Names a relationship but explanation is partial. | Lists details without a visible relationship.                |
| Central idea         | Thesis (central idea) clearly controls the informative response. | Central idea is present but broad or uneven.     | Central idea is missing or does not answer the prompt.       |
| Conclusion           | R1, R2, and R3 finish the thinking with no new evidence.         | Two jobs are clear or one job needs revision.    | Conclusion stops, repeats, or introduces a new detail.       |
| Revision and editing | Meaning revision precedes accurate conventions check.            | Some revision or editing is visible.             | Little evidence of revision or editing.                      |

## 65. Writing Gradebook Conversion

| Evidence   | Secure                                               | Approaching                                    | Developing                                      |
|------------|------------------------------------------------------|------------------------------------------------|-------------------------------------------------|
| Source use | Both passages are balanced and accurate.             | Both appear but one needs support.             | One passage does most of the work.              |
| Thinking   | Relationship, explanation, and difference are clear. | Relationship is named but not fully explained. | Details are listed without connected reasoning. |
| Ending     | R1/R2/R3 are complete and grounded.                  | One conclusion job is weak.                    | Response stops abruptly or adds new evidence.   |

## 66. Teacher Feedback Shortcuts

- **Both Sources:** Add or point to one accurate detail from the other passage.
- **Connection:** Use a transition and explain what the details show together.
- **Protect the Difference:** Name the different context or consequence.
- **R1:** Restate the thesis (central idea) in fresh language.
- **R2:** Refer back to the evidence from both passages as a whole.
- **R3:** Reflect on why the established idea matters without new evidence.
- **Revise:** Add or delete for coherence and clarity before editing.

## Response to Student Need

### 67. Intervention: Name the Thinking

| Need                | Teacher Move                                                      | Student Sentence                                                                |
|---------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------|
| One source          | Place Passage 9 and Passage 10 labels beside two details.         | In Passage 9 _____; in Passage 10 _____.                                        |
| Listing             | Ask what the two details show together.                           | Together, these details show _____.                                             |
| Missing difference  | Ask how the contexts or consequences differ.                      | However, Passage 9 _____ while Passage 10 _____.                                |
| Stopping            | Give three boxes labeled R1, R2, and R3.                          | Both passages show _____. The evidence shows _____. This matters because _____. |
| New ending evidence | Circle what appears for the first time and return it to the body. | R2 refers to evidence already discussed.                                        |

Use the intervention without reducing the thinking demand. The student still selects the details, explains the relationship, and names the significance. Fade the labels after the student completes one accurate response.

## 68. Embedded Checks & Student Support

| Check           | Question                                | Support                                                    |
|-----------------|-----------------------------------------|------------------------------------------------------------|
| Source accuracy | Can I point to the exact detail?        | Use a page label and reread the paragraph.                 |
| Relationship    | What do the two details show together?  | Rehearse with both, however, while, or together.           |
| Difference      | What important distinction must remain? | Compare context and consequence.                           |
| Conclusion      | Which job is missing?                   | Use the R1/R2/R3 chart and color code.                     |
| Conventions     | Have I revised meaning first?           | Read aloud, then check complete sentences and punctuation. |

## 69. Student Support Quick Reference

| Student Says                          | Teacher Responds                         | Next Move                                           |
|---------------------------------------|------------------------------------------|-----------------------------------------------------|
| "I used both passages."               | "Show where the details connect."        | Write an explanation sentence.                      |
| "My last sentence is the conclusion." | "What job does it do?"                   | Label R1, R2, or R3.                                |
| "I need another fact."                | "Does the conclusion need new evidence?" | Use established evidence for R2 and reflect for R3. |
| "The passages are the same."          | "What important difference remains?"     | Name political and technical context.               |

## 70. Enrichment: Connect Across Texts

| Challenge            | Student Work                                                     | Success Look                                                |
|----------------------|------------------------------------------------------------------|-------------------------------------------------------------|
| Alternate R3         | Write two reflections from the same paired evidence.             | Both reflections stay grounded and differ in emphasis.      |
| Transition precision | Replace a general connector with a precise relationship word.    | The transition accurately signals similarity or difference. |
| Sentence jobs        | Color-code an entire response and defend each color.             | Every sentence has a clear job.                             |
| Context protection   | Explain why a shared pattern does not make the situations equal. | Difference in stakes and consequence remains visible.       |

## 71. Additional Writing Opportunity: Plan and Draft

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**Writing Prompt:** Explain how both passages show that progress often depends on people continuing to work after an important decision, discovery, or breakthrough.

**Planning Support:** Identify the relationship first. Record one accurate detail from Passage 9 and one from Passage 10. Explain what they show together. Name the important difference. Draft the introduction, body, and three-sentence conclusion.

1. Read both passages and place a dot above any word or phrase that interrupts understanding. Finish the sentence, use context, and repair meaning.
2. Use TRACKS to mark time, reactions, actions, character and concept, key knowledge, and scenery and setting.
3. Write a thesis (central idea) that answers the prompt and includes both passages.
4. Use a transition that matches the relationship.
5. Write evidence followed by explanation.
6. Draft R1, R2, and R3. Circle any new evidence in the conclusion and remove it.
7. Revise for coherence and clarity, then edit conventions.

### Success Criteria

- My response uses both passages.
- My evidence is accurate.
- My explanation makes the relationship visible.
- My response protects an important difference.
- My conclusion has R1, R2, and R3.
- My conclusion adds no new evidence.

## 72. Additional Writing Opportunity: Revise, Edit, and Share

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**Revise:** Read the response aloud. Add an explanation, delete repetition, combine related ideas, or rearrange information before editing conventions. Use [5.11\(C\)\(iii\)](#), [5.11\(C\)\(iv\)](#), [5.11\(C\)\(vii\)](#), and [5.11\(C\)\(viii\)](#).

**Edit:** Check complete compound sentences, subject-verb agreement, commas, punctuation, capitalization, spelling, and avoidance of splices, run-ons, and fragments. Use the editing TEKS in the section 26 T-chart.

**Share:** Read the response to a partner. The partner identifies the thesis (central idea), evidence from both passages, relationship, difference, R1, R2, and R3.

**Engagement & Home Connection****73. Auditory Engagement Moments**

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around using both passages, explaining the relationship, and finishing with R1/R2/R3.

- Read the formal prompt aloud. Students say both passages and the shared pattern.
- Read one Passage 9 detail and one Passage 10 detail aloud. Students use a bridge word and explain the connection.
- Read a conclusion sentence aloud. Students identify whether it is R1, R2, R3, or a sentence that needs revision.
- A student reads a reflection aloud. The class listens for a bigger picture that does not add evidence.

**74. Pause Points**

Pause the lesson at these moments and give students quiet seconds to think before they answer.

**PAUSE POINT: BEFORE WRITING**

What is the relationship between the passages? Say it before you choose evidence.

**PAUSE POINT: MIDWAY**

Have I used one accurate detail from each passage? Does my explanation say what they show together?

**PAUSE POINT: BEFORE THE CONCLUSION**

Which evidence is already established? R2 may refer back to it, and R3 may reflect on it, but neither sentence adds a new detail.

**75. At-Home Connection**

These at-home tasks turn a student into a relationship detective and conclusion writer. They need little or no materials and each ends in a short conversation.

**TASK CARD 1: TALK, PAIR, EXPLAIN**

Choose two familiar examples. Name one accurate detail from each. Use both, however, while, unlike, or together. Explain what the details show together.

**TASK CARD 2: SENTENCE JOB CHECK**

Write three short sentences. Label the first idea, the second evidence, and the third explanation. Revise a sentence so its job is clearer.

**TASK CARD 3: FINISH THE THINKING**

Write R1, R2, and R3 about the familiar examples. The final reflection should explain why the established idea matters without adding a new detail.

**Family Signature:** \_\_\_\_\_

## Student Ownership

### 76. My Progress Tracker

#### TEACHER SCRIPT

*"Use the tracker as a private reflection tool. Check the skill only when you can point to evidence in your own work."*

**Directions:** Look at each skill. If you can do it independently, check the box that matches your progress. Be honest. Your goal is growth across the module, not perfection on Day 1.

| I Can...                                                               | Not Yet | Getting It | I've Got It! |
|------------------------------------------------------------------------|---------|------------|--------------|
| Use both passages in one informative response.                         |         |            |              |
| Locate accurate evidence in Passage 9 and Passage 10.                  |         |            |              |
| Explain what paired evidence shows together.                           |         |            |              |
| Use a transition that signals the relationship.                        |         |            |              |
| Protect an important difference in context or consequence.             |         |            |              |
| Restate the thesis (central idea) in fresh language.                   |         |            |              |
| Refer to evidence from both passages as a whole.                       |         |            |              |
| Reflect on why the established idea matters without new evidence.      |         |            |              |
| Revise for meaning, coherence, and clarity before editing conventions. |         |            |              |

### 77. Student Award

**What can I already do?** Name one sentence or move that shows your strength. Point to the evidence.

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### 78. Student Target

**What do I want to practice next?** Choose one measurable next step for both-source evidence, relationship explanation, protected difference, R1, R2, R3, revision, or editing.

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## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER SCRIPT

*"At the beginning of this module, we asked: How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper? Now we can answer it: A strong conclusion finishes the thinking by restating the thesis (central idea) in fresh language, referring back to the collective evidence, and ending with a significant reflection that shows what the paired passages help the reader understand beyond the individual details."*

### 80. Essential / Overarching Question, Answered

#### How does a strong conclusion show that the writer has finished the thinking instead of simply stopping the paper?

A strong conclusion shows finished thinking because R1 restates the thesis (central idea) in fresh language, R2 refers back to evidence already discussed from both passages as a whole, and R3 reflects on the larger significance. The ending completes the established relationship, protects the important difference, and adds no new evidence.

### 81. Teacher Reflection

- Which students used both passages in one connected explanation?
- Which students need support explaining what paired evidence shows together?
- Who protected the important difference in context and consequence?
- Which students wrote complete R1/R2/R3 conclusions?
- Who revised for meaning before editing conventions?
- Which evidence should I preserve for the next lesson?

#### Teacher Notes:

### 82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student TRACKS annotations for Passage 9 and Passage 10
- Conclusion Lab paired-evidence cards and oral rehearsals
- Day 3 independent responses with R1/R2/R3 labels
- Day 4 before-and-after revisions for coherence and clarity
- Day 5 final responses with capitalization-and-spelling checks
- My Progress Tracker and the three levels of student work

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

The deck supports the high-stamina conclusion lesson.

| Slide | Title                                            | Required Content                                                                                                                                  | Lesson Location      |
|-------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1     | Building a Conclusion That Finishes the Thinking | Grade 5, Cluster 5, Module 3; High Stamina; paired-passage informative writing                                                                    | Cover                |
| 2     | Meet Our Week                                    | Use both passages; explain the relationship; protect the difference; finish with R1/R2/R3                                                         | Learning Destination |
| 3     | Read Both Passages                               | Passage 9: A Difficult Compromise. Passage 10: A Visit to the Workshop. Track problem or conflict, action or decision, outcome, and what remains. | Day 1 Gather         |
| 4     | One Answer Uses Both Texts                       | Model one detail from each passage connected in one sentence.                                                                                     | Day 1 Reveal         |
| 5     | Every Sentence Has a Job                         | Green, yellow, red or pink, and blue full color-coding key.                                                                                       | Day 1 Reveal         |
| 6     | HABIT: R1 R2 R3                                  | R1 restates; R2 refers back; R3 reflects; no new evidence.                                                                                        | Day 1 Reveal         |
| 7     | Conclusion Lab                                   | Pair evidence, choose a transition, explain the relationship, and write the ending.                                                               | Day 2 Attempt        |
| 8     | Talk It Over                                     | Shared pattern of continued work; difference between political decision and technical experimentation.                                            | Day 3 Discuss        |
| 9     | Try It On Your Own                               | Formal writing prompt; use both sources; label R1/R2/R3.                                                                                          | Day 3 Use            |
| 10    | Find a Strength                                  | Point to a sentence that demonstrates both-source evidence or a conclusion job.                                                                   | Day 4 Award          |
| 11    | Choose a Target                                  | Add or delete for coherence and clarity; strengthen the ending.                                                                                   | Day 4 Target         |
| 12    | Turn and Teach                                   | Teach the paired-passage habit and explain R1/R2/R3.                                                                                              | Day 5 Explain        |
| 13    | Exit Ticket                                      | Write a connected response and a three-sentence conclusion.                                                                                       | Day 5 Transfer       |
| 14    | Build It, Fix It, Say It                         | Repair one-source work, listing, missing difference, or abrupt ending.                                                                            | Intervention         |
| 15    | Think Like a Scholar                             | Explain why a shared pattern does not make the two situations equal.                                                                              | Enrichment           |
| 16    | My Progress Tracker                              | Reflect on both-source evidence, relationship, difference, conclusion, revision, and editing.                                                     | Student Ownership    |
| 17    | Let's Look at an Answer                          | Developing response: accurate details but no connected explanation or conclusion.                                                                 | Section 51           |

|    |                              |                                                                                            |            |
|----|------------------------------|--------------------------------------------------------------------------------------------|------------|
| 18 | Let's Look at Another Answer | Approaching response: both passages and evidence, but R3 or the difference needs revision. | Section 52 |
| 19 | Our Strongest Answer         | Secure response: relationship, evidence, protected difference, and R1/R2/R3.               | Section 53 |

**Guide routines:** retrieval, the overarching question, citizenship reconnection, and the capitalization-and-spelling check remain guide routines. TRACKS supports source reading; R1/R2/R3 supports the conclusion.

## 84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

| Element             | Adaptation                                                                                                    |
|---------------------|---------------------------------------------------------------------------------------------------------------|
| Shared screen       | Show one response and mark Passage 9 evidence, Passage 10 evidence, relationship, difference, R1, R2, and R3. |
| Annotation          | Students highlight TRACKS categories and color-code sentence jobs on a shared document.                       |
| Breakout discussion | Pairs rehearse one connected sentence and teach the R1/R2/R3 sequence.                                        |
| Oral response       | Students say the relationship aloud before typing the thesis (central idea) and evidence.                     |
| Asynchronous option | Students submit a source-labeled detail from each passage, one explanation, and a three-sentence conclusion.  |
| Digital tracking    | Students update My Progress Tracker and attach one piece of evidence for their award and target.              |

**Teacher Reflection****85. Teacher Reflection (This Module)**

Fill this in after you teach the module. Write right on the page.

|                                                                 |  |
|-----------------------------------------------------------------|--|
| <b>What worked so well that I want to keep it</b>               |  |
| <b>What I would change next time</b>                            |  |
| <b>My favorite moment this module</b>                           |  |
| <b>A student who surprised me, and how</b>                      |  |
| <b>Did the pacing fit? Where did we need more or less time?</b> |  |
| <b>Students to pull for a quick small group next</b>            |  |
| <b>One standard worth a second pass</b>                         |  |
| <b>One idea to make this module even better next year</b>       |  |
| <b>Open notes</b>                                               |  |



THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

# Color Coding the Exemplar and Controlling the Whole Paper

Grade 5 | Cluster 5 | Module 4

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**Grade:** 5

**Cluster:** 5, Extended Constructed Response with paired passages

**Module:** 4 of the cluster

**Primary Instructional Category:** Informational Writing / Extended Constructed Response

**Module Title:** Color Coding the Exemplar and Controlling the Whole Paper

**Content Connection / Passage Titles:** "A Difficult Compromise" and "A Visit to the Workshop" (Very High reading load, paired-passage informative writing)

**Primary TEKS:** [5.11\(B\)\(ii\)](#), [5.11\(B\)\(iii\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#)

**Approximate Daily Instructional Time:** exactly 15 minutes per day, across 5 days

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## Response Strand (7-Strand) TEKS Woven Into This Module

This module keeps the paired-passage habit visible: use both passages, balance evidence, connect the details in one sentence, and explain the relationship. The response strand is practiced through listening, speaking, reading, annotating, evidence use, vocabulary, and discussion.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected text, when a connection helps explain the reading.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking and annotating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

### 1. A Little Inspiration Goes a Long Way!

This module makes the whole paper visible. Students study an exemplar sentence by sentence, name the job of each sentence, and use color as a diagnostic tool. A complete answer uses both texts from the introduction through the conclusion.

#### TEACHER SCRIPT

*"When students can see the job of every sentence, they can revise the whole paper with intention."*

**Connection to this week's thinking:** the paired-passage habit is balanced evidence, one piece from each passage, connected in one sentence that explains the relationship. The paper must preserve the important difference between a political decision affecting human rights and a technical investigation that uses repeated tests.

### 2. Why This Module Matters

Students learn to finish an informative ECR with control. The introduction uses the SET pattern: name the subject, explain the evidence direction, and state a thesis (central idea). The body uses a green idea sentence, yellow evidence, red explanation, and blue significance. The conclusion uses R1, R2, and R3: restate the thesis (central idea), refer to the evidence as a whole, and reflect on the bigger picture.

Color coding helps a writer see structural imbalance before editing conventions. A response may have accurate details and still need a connection, an explanation, or a conclusion that finishes the thinking. Students revise for meaning, organization, coherence, and clarity before they edit sentence boundaries, word choice, subject-verb agreement, and punctuation.

**Module Passage Set:** "A Difficult Compromise" is nonfiction about representation, the Three-Fifths Compromise, slavery, political power, and the later constitutional changes. "A Visit to the Workshop" is historical fiction about Zaylen observing Edison and a team testing materials, recording results, learning from failure, and continuing toward a safer, longer-lasting electric light.

### 3. Module Essential / Overarching Question

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

Students return to this question after each GRADUATE phase. They should answer with the work of the paper, not with a general statement about colors.

**My First Thinking:**

---

**My Final Thinking:**

---

**What changed in my thinking?**

---

## Family Communication

### 4. Parent Communication Purpose

Families are partners in helping students see how a response works. This page gives families the week's purpose, conversation starters, and low-preparation activities. Ask the student to name the job of a sentence and point to the exact detail that supports an answer. The goal is a careful, connected explanation using both texts, not two summaries placed beside each other.

**How to Send It:** share the English letter, the Spanish letter, or both according to family preference. These activities are invitations to talk and listen, not extra worksheets.

### 5. Family Letter (English)

Dear Families,

This week your fifth-grade student is working on color coding the exemplar and controlling the whole paper. Students will read "A Difficult Compromise," a nonfiction passage about representation and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

Students will use the HABIT: "Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion." They will locate accurate evidence from both passages, name what the evidence helps prove, and explain the relationship instead of writing two separate summaries. The conclusion will restate the thesis (central idea), refer to the evidence as a whole, and reflect on the bigger picture without adding new evidence.

At home, ask your student to label three sentences by job: idea, evidence, explanation, or reflection. Ask which job is missing and what revision would make that job clearer. Please ask your student to point to the exact sentence or detail that supports an answer. Thank you for supporting careful reading, responsible discussion, and clear writing.

With appreciation, Your student's teacher, The Writing Academy®, LLC

### 6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado trabaja con códigos de color para comprobar que cada parte de una respuesta de textos pareados cumple su función. Leerá "A Difficult Compromise", un texto de no ficción sobre la representación y el Compromiso de los Tres Quintos, y "A Visit to the Workshop", ficción histórica sobre la visita de Zaylen al taller de Thomas Edison.

En clase usará el HÁBITO: "Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion." Buscará evidencia correcta en los dos textos, explicará la relación entre los detalles y mantendrá clara una diferencia importante. El cierre repetirá la idea central, volverá a la evidencia como conjunto y reflejará el panorama más amplio sin añadir evidencia nueva.

En casa, pida a su estudiante que identifique la función de tres oraciones: idea, evidencia, explicación o reflexión. Pregunte qué función falta y qué revisión haría más clara esa función. Pídale también que

señale la oración o el detalle exacto que apoya una respuesta. Gracias por apoyar la lectura cuidadosa, la conversación responsable y la escritura clara.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

## 7. Family Conversation Starters

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- What job should an introduction do before the body paragraphs begin?
- How can color coding reveal a missing explanation?
- Which sentences need evidence, and which sentences need reasoning?
- How can a conclusion finish the thinking without adding new evidence?
- What revision would make one sentence do its job more clearly?

## 8. Simple Family Activities

---

Both activities end in a conversation. Keep the thinking precise.

### **Family Activity: Talk, Pair, Explain**

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together.

### **Family Activity: Sentence Job Check**

Write three short sentences about the two choices. Label each sentence by its job: idea, detail, explanation, or reflection. Revise one sentence so the job is clearer.

**Family Reflection:** Did we use both examples? Did we say how they connect? Did we keep an important difference clear?

## Teacher Road Map

### 9. Teacher Navigation Key

Use these symbols to read the lesson quickly. The stages keep the five days coherent while the content remains focused on the paired-passage informative response.

- **TEACH:** teacher explicitly teaches or models the standard.
  - **LEARN:** students practice or develop the standard.
  - ✓ **ASSESS:** students independently demonstrate or transfer learning.
- Teacher Script:** exact recommended teacher language in quotation marks.
- Class Slide:** corresponding deck cue.

### 10. GRADUATE Evidence Alignment

Each phase produces evidence that can be seen in a notebook, an oral rehearsal, a color-coded response, or a revision.

| GRADUATE Stage    | Evidence Role | What It Shows                                               |
|-------------------|---------------|-------------------------------------------------------------|
| Gather            | ■ TEACH       | Students locate the focus and hear the paired-passage task. |
| Reveal            | ■ TEACH       | Teacher thinking makes sentence jobs and colors visible.    |
| Attempt           | ○ LEARN       | Partners build a connected comparison with both passages.   |
| Discuss           | ○ LEARN       | Students explain why evidence belongs and what it proves.   |
| Use               | ✓ ASSESS      | Students color code and revise an independent response.     |
| Award             | ✓ ASSESS      | Students identify a demonstrated structural strength.       |
| Target            | ✓ ASSESS      | Students choose a measurable revision goal.                 |
| Explain / Educate | ✓ ASSESS      | Students teach the HABIT and defend one revision.           |

### 11. Module at a Glance

| Field              | This Module                                                                                                                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cluster / Module   | Grade 5, Cluster 5, Module 4                                                                                                                                                                                                                       |
| Module Category    | Informational Writing / ECR with paired passages                                                                                                                                                                                                   |
| Primary TEKS       | <a href="#">5.11(B)(iii)</a> , <a href="#">5.11(B)(iii)</a> , <a href="#">5.12(B)(i)</a> , <a href="#">5.12(B)(ii)</a> , <a href="#">5.12(B)(iii)</a>                                                                                              |
| Primary Breakout   | Organize with purposeful structure, including transitions and a conclusion, and compose an informative text with a clear central idea.                                                                                                             |
| Recursive TEKS     | <a href="#">5.11(C)(i)</a> through <a href="#">5.11(C)(viii)</a> for revision and <a href="#">5.11(D)(ii)</a> , <a href="#">5.11(D)(iii)</a> , <a href="#">5.11(D)(iv)</a> , <a href="#">5.11(D)(v)</a> , <a href="#">5.11(D)(xx)</a> for editing. |
| Content Connection | "A Difficult Compromise" and "A Visit to the Workshop"                                                                                                                                                                                             |
| Daily Lesson Time  | 15 minutes per day, 5 days, Very High reading load                                                                                                                                                                                                 |
| Student Product    | A color-coded, balanced, paired-passage informative response with an R1/R2/R3 conclusion.                                                                                                                                                          |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will color code an exemplar so every sentence has a job and a color, then use that control to assemble a full paired-passage informative response that uses both texts from start to finish.

#### I Will Statements

- I will listen to a complete thought before naming the relationship.
- I will speak my comparison before I write it.
- I will revise for meaning, organization, coherence, and clarity before editing conventions.
- I will use evidence from my own work to name a strength and choose a measurable next step.

#### I Can Statements

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

#### CLASS SLIDE

Meet our week: use both texts, make the relationship visible, color every sentence by job, revise structure before conventions, and finish with a conclusion that completes the thinking.

### 13. Success Criteria

- My introduction names both passages and states a thesis (central idea) about their relationship.
- My body uses a green idea, yellow evidence, red explanation, and blue significance in a purposeful order.
- My evidence is accurate, balanced, and drawn from both passages.
- My transitions show whether the relationship is similarity, difference, cause and effect, or a shared pattern.
- My conclusion uses R1 to restate, R2 to refer back to the evidence as a whole, and R3 to reflect on the bigger picture.
- I revise for meaning and clarity before I edit sentence boundaries and punctuation.

### 14. Evidence That Will Demonstrate Mastery

Collect evidence during oral rehearsal, Color Code Relay, the opposite paragraph pattern, independent writing, and teach-back. Score the module skill, not every possible writing feature at once.

- A SET introduction that references both passages and states one central comparison.
- A body paragraph or connected body sequence with balanced Passage 9 and Passage 10 evidence.
- An explanation that says what the paired details prove together.
- A conclusion with visible R1, R2, and R3 work and no new evidence.
- A revision that improves structure or clarity before conventions are edited.

## 15. TEKS Correlations

| TEKS                | Student Expectation and Module Use                                                                                                                                                                         |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.11(B)(ii)</b>  | Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions. Students use bridge words and the HABIT to connect both passages. |
| <b>5.11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion. Students build R1, R2, and R3.                                   |
| <b>5.12(B)(i)</b>   | Compose informational texts that convey information about a topic, using a clear central idea. The thesis (central idea) controls the paired response.                                                     |
| <b>5.12(B)(ii)</b>  | Compose informational texts using genre characteristics. Students use explanation, transitions, evidence, and a conclusion.                                                                                |
| <b>5.12(B)(iii)</b> | Compose informational texts using craft. Students select precise details, sentence roles, and language that preserves differences.                                                                         |

## 16. Standards Coverage Matrix

| Standard                                          | Priority  | Where It Appears                                                                    |
|---------------------------------------------------|-----------|-------------------------------------------------------------------------------------|
| <b>5.11(B)(ii)</b>                                | PRIMARY   | Day 2 attempt, Day 3 use, Section 62 writing assignment, and color-coded revisions. |
| <b>5.11(B)(iii)</b>                               | PRIMARY   | Day 4 target, Day 5 transfer, and the R1/R2/R3 conclusion.                          |
| <b>5.12(B)(i)</b>                                 | PRIMARY   | Exemplar color coding, thesis (central idea), and formal response.                  |
| <b>5.12(B)(ii)</b>                                | SPIRAL    | Informative genre features, both passages, transitions, and evidence balance.       |
| <b>5.12(B)(iii)</b>                               | SPIRAL    | Word choice, sentence variety, purposeful color roles, and significance.            |
| <b>5.11(C)(i)</b> through<br><b>5.11(C)(viii)</b> | RECURSIVE | Meaning-first revision before conventions.                                          |

## 17. ELPS Correlations

| ELPS                | Module Evidence                                                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(E)<br>(Listening) | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. |
| 1(C)<br>(Listening) | Follow oral directions with accuracy.                                                                                                                  |
| 2(E)<br>(Speaking)  | Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.                                 |
| 2(F)<br>(Speaking)  | Restate, ask questions about, or respond to information during formal and informal classroom interactions.                                             |
| 3(E)<br>(Reading)   | Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.       |
| ELPS 1(E)(i)        | Students restate, paraphrase, summarize, and ask for clarification during the full read-aloud and partner rehearsal.                                   |
| ELPS 2(E)(i)        | Students explain, justify, discuss, elaborate, and evaluate the relationship between details.                                                          |
| ELPS 3(G)(ii)       | Students paraphrase content-area details from both passages.                                                                                           |
| ELPS 4(F)(ix)       | Students write to explain or justify with supporting evidence for a specific informative purpose.                                                      |

### ELPS Woven Into Intervention

| Support          | Language Move                                                                        |
|------------------|--------------------------------------------------------------------------------------|
| Oral rehearsal   | Say the paired sentence before writing it.                                           |
| Bridge-word bank | Choose both, however, while, unlike, or because according to the exact relationship. |
| Sentence frame   | Both passages show ____ because Passage 9 ____ and Passage 10 ____.                  |

### ELPS Woven Into Enrichment

| Extension               | Language Move                                                                                  |
|-------------------------|------------------------------------------------------------------------------------------------|
| Double-layer comparison | State a shared pattern, explain a critical difference, and explain why the difference matters. |
| Teach-back              | Defend one color choice with evidence from the response.                                       |

## 18. ELPS Linguistic Accommodations

| Need      | Access Without Lowering Rigor                                                                                          |
|-----------|------------------------------------------------------------------------------------------------------------------------|
| Listening | Read the full paired detail aloud, pause, and let students restate before writing.                                     |
| Speaking  | Rehearse the complete comparison with a partner and a bridge-word bank.                                                |
| Reading   | Provide enlarged passage text, numbered paragraphs, and TRACKS marks.                                                  |
| Writing   | Offer frames for the relationship, explanation, and significance while requiring accurate evidence from both passages. |

## 19. Language Domains

| Domain    | Student Action                                     | Evidence of Learning                |
|-----------|----------------------------------------------------|-------------------------------------|
| Listening | Listen to a complete paired detail and restate it. | Accurate oral paraphrase.           |
| Speaking  | Rehearse the HABIT and explain the relationship.   | Precise comparison and explanation. |
| Reading   | Locate evidence in Passage 9 and Passage 10.       | Correct source and detail.          |
| Writing   | Build a connected response.                        | Evidence followed by reasoning.     |

## 20. Rigor Safeguard

| Risk                                  | Safeguard                                                                                |
|---------------------------------------|------------------------------------------------------------------------------------------|
| Two summaries instead of one response | Require one sentence that names the relationship between one detail from each passage.   |
| Evidence without explanation          | Color evidence yellow, explanation red, and ask what the details prove together.         |
| False equivalence                     | Preserve the difference between an unjust political decision and a technical experiment. |
| Conclusion adds a new detail          | Use R2 to return to the evidence already used, then R3 to reflect.                       |

## 21. Rigor & Cognitive Demand

| Demand     | Student Work                                                                       |
|------------|------------------------------------------------------------------------------------|
| Analyze    | Identify each sentence's job and color in an exemplar.                             |
| Evaluate   | Judge whether evidence is accurate, balanced, and connected.                       |
| Synthesize | Use both passages to state one relationship and preserve one important difference. |
| Revise     | Rearrange, combine, add, or delete sentences to make the thinking coherent.        |

## 22. The Five Thinking Levels

| Level   | Color Label | Thinking Stage | Description                                                   |
|---------|-------------|----------------|---------------------------------------------------------------|
| Level 1 | Red         | Foundational   | Locate an accurate detail.                                    |
| Level 2 | Orange      | Emergent       | Identify the sentence job.                                    |
| Level 3 | Yellow      | Visible        | Connect evidence to an idea.                                  |
| Level 4 | Green       | Independent    | Explain a relationship across both texts.                     |
| Level 5 | Blue        | Reflective     | Explain the bigger significance while protecting differences. |

### The Progression of Thinking

| Level        | Hidden Question                   | Student Thinking           | Focus        |
|--------------|-----------------------------------|----------------------------|--------------|
| Foundational | What happened?                    | I can locate it.           | Accuracy     |
| Emergent     | What job does this sentence do?   | I can label it.            | Structure    |
| Visible      | What does the evidence prove?     | I can explain it.          | Reasoning    |
| Independent  | How do the passages relate?       | I can connect them.        | Synthesis    |
| Reflective   | Why does the relationship matter? | I can finish the thinking. | Significance |

### 23. Possible Teacher Misconceptions

| Misconception                      | What It Looks Like                                         | Self-Correction                                                   |
|------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|
| Color is decoration.               | Students color randomly.                                   | Ask what job the color reveals and whether the paper is balanced. |
| Any two details make a comparison. | Two source details sit side by side.                       | Require a bridge word and a sentence explaining the relationship. |
| A long conclusion is complete.     | The conclusion repeats details or introduces a new detail. | Use R1, R2, and R3, with no new evidence.                         |

### 24. Possible Student Misconceptions

| What Students May Misunderstand      | What a Teacher May Notice                           | Correction                                                                 |
|--------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------|
| Both texts must mean the same thing. | The response erases the difference in consequences. | Use both and however to preserve the critical difference.                  |
| Evidence explains itself.            | The response moves from a detail to a new topic.    | Add a red explanation sentence: This shows ____ because ____.              |
| A conclusion needs another detail.   | The last sentence adds unsupported information.     | R2 refers to the evidence as a whole and R3 reflects without new evidence. |

## Module Foundations: Review, Refresh & Readiness

### 25. TEKS Target

**Exact standards and breakouts being taught:** **[5.11(B)(ii)]** develops a focused, structured, and coherent draft with purposeful transitions; **[5.11(B)(iii)]** develops a focused, structured, and coherent draft with a conclusion; **[5.12(B)(i)]**, **[5.12(B)(ii)]**, and **[5.12(B)(iii)]** compose informative text with a clear central idea, genre characteristics, and craft. This module makes the structure visible through color coding.

### 26. How I Say the Standard!

| TEKS says                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How I say it                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>[5.11(B)]</b> develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I will organize my response so transitions show how my ideas connect across both passages.             |
| <b>[5.11(C)]</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent. |
| <b>[5.11(D)]</b> edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. | I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.        |
| <b>[5.12(B)]</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I will use both texts to explain one clear relationship instead of writing two separate summaries.     |

### 27. This Week I Can...

**This week I can color code an exemplar, use one accurate detail from each passage, connect the details in one sentence, explain what they prove together, preserve an important difference, and finish with an R1/R2/R3 conclusion.**

## 28. Before I Can... Prerequisites

- Read both Very High reading load passages and keep their meanings accurate.
- Identify Passage 9 and Passage 10 by title and source.
- Recognize a detail, an idea, an explanation, and a reflection.
- Write a complete sentence with a clear subject and verb.
- Use a transition to show similarity, difference, cause and effect, or a shared pattern.

## 29. Remember This! (60-Second Retrieval)

### TEACHER SCRIPT

*"In 60 seconds, name one accurate detail from each passage, say the relationship between them, and explain what the pair proves together."*

## 30. Vocabulary Infusion

| Word           | Student-Friendly Meaning                             | Use It Today                                    |
|----------------|------------------------------------------------------|-------------------------------------------------|
| paired-passage | two texts used together to answer one prompt         | My response uses both passages.                 |
| evidence       | an accurate detail from a text that supports an idea | I label the source of my evidence.              |
| relationship   | the way two ideas connect                            | I explain the relationship between the details. |
| coherence      | the way ideas fit together clearly                   | I revise for coherence before conventions.      |
| significance   | why an idea matters beyond the detail                | My R3 reflection states significance.           |

## 31. Conventions Connection

Revision comes first. After students improve meaning, structure, coherence, and clarity, they edit complete compound sentences, subject-verb agreement, sentence boundaries, fragments, run-ons, splices, conjunctive adverbs, pronouns, and commas in compound sentences. Color coding is not a replacement for editing; it tells the writer where editing will matter most.

## 32. Writing Connection

The paired-passage response is one paper, not two summaries. A clear thesis (central idea) controls the relationship, yellow evidence gives accurate source details, red explanation states what the pair proves, and blue significance finishes the thinking. The conclusion returns to the response's own ideas rather than adding new evidence.

## 33. Watch Out!

**Common misconception:** a student may name one detail from each passage but never explain the relationship. **Teacher move:** point to the yellow details, draw a red arrow between them, and ask, "What do these details show together?" If the answer erases an important difference, ask, "What must we preserve?"

## 34. Ready Check

Read aloud: "Both texts show people continuing work after an incomplete result. Explain one important similarity and one difference." Ask students to name a Passage 9 detail, a Passage 10 detail, a bridge word, and a sentence that explains why the difference matters. Use responses to decide who needs oral rehearsal during Day 1.

### 35. Teacher Look-Fors

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- Students name both passages and keep the sources accurate.
- Students connect the details instead of placing summaries side by side.
- Students color every sentence by its job.
- Students revise meaning before editing conventions.
- Students use R1, R2, and R3 with no new evidence in the conclusion.

#### **TEACHER SCRIPT**

*"These are the words that help us read both passages accurately and explain how the details work together."*

## Vocabulary, Content & Preparation

### 36. Complete Tier 1 Vocabulary

#### TEACHER SCRIPT

*"These are everyday words you need so you can talk about the two texts clearly."*

| Word     | Student-Friendly Definition                 | Oral Rehearsal Frame                           |
|----------|---------------------------------------------|------------------------------------------------|
| both     | the two texts together                      | Both passages show ____.                       |
| however  | a word that signals an important difference | However, Passage 9 ____ while Passage 10 ____. |
| detail   | a small piece of information                | One detail from Passage 9 is ____.             |
| job      | the work a sentence does                    | This sentence's job is ____.                   |
| change   | something becoming different                | The result changed ____.                       |
| continue | keep working or moving forward              | The people continued to ____.                  |

### 37. Complete Tier 2 Vocabulary

**TEACHER SCRIPT**

*"These academic words help you name the exact work your response is doing."*

| Word           | Student-Friendly Definition                   | Oral Rehearsal Frame                  |
|----------------|-----------------------------------------------|---------------------------------------|
| paired passage | two texts used to answer one prompt           | I use both paired passages.           |
| evidence       | accurate text proof                           | My evidence comes from Passage ____.  |
| relationship   | the connection between two ideas              | The relationship is ____.             |
| transition     | a word or phrase that shows how ideas connect | The transition ____ shows ____.       |
| coherent       | organized so the ideas make sense together    | My response is coherent because ____. |
| explanation    | words that tell what evidence proves          | This shows ____ because ____.         |
| reflect        | think about meaning beyond the detail         | This matters because ____.            |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

*"These content words belong to our two passages. Use them when they make your evidence more exact."*

| Word            | Say It This Way          | Student-Friendly Definition                                                         |
|-----------------|--------------------------|-------------------------------------------------------------------------------------|
| representation  | rep-ruh-zen-TAY-shun     | the way a population is counted when seats or power are assigned                    |
| compromise      | KOM-pruh-mize            | an agreement in which people accept a decision to move forward                      |
| enslaved        | en-SLAYVD                | forced to live and work without freedom                                             |
| political power | puh-LIT-uh-kul<br>POW-er | influence over government decisions                                                 |
| rights          | rites                    | freedoms and protections people should have                                         |
| workshop        | WERK-shop                | a place where people build, test, and improve things                                |
| experiment      | ik-SPAIR-uh-ment         | a test used to learn what works                                                     |
| record          | reh-KORD                 | written information about a test or result                                          |
| material        | muh-TEER-ee-uhl          | what something is made from                                                         |
| consequence     | KON-suh-kwens            | an effect or result of an action                                                    |
| HABIT           | HAB-it                   | Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion |

### 39. Background Knowledge & Teacher Context

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**What the teacher needs to know.** Passage 9 traces the Constitutional Convention's representation dispute, the Three-Fifths Compromise, its effects on political power, and the later end of that formula. Passage 10 follows Zaylen through an Edison workshop, where workers test electric-light materials, record results, review failures, and continue toward a safer, longer-lasting light.

**Conceptual connection.** Both passages show people responding to an incomplete result and continuing work, but the consequences must not be flattened into the same kind of situation. Passage 9 includes the denial of freedom and rights to enslaved people. Passage 10 describes a technical process in which failed tests provide information for the next attempt. A careful response names the shared pattern and protects the difference.

#### **The Paired-Passage Habit**

Use one accurate piece of evidence from each passage, connect the pieces in one sentence, and explain the relationship. This habit prevents two summaries and makes the central comparison visible.

## 40. Materials Needed

| Category               | Items                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------|
| Core print materials   | Clean copies of both passages, TRACKS-highlighted copies, student annotation guide, and writing paper. |
| Color tools            | Blue, yellow, green, and red pencils or highlighters; black pencil for source labels.                  |
| Activity materials     | Color Code Relay cards, relationship web, transition bank, sentence-job labels, and revision strips.   |
| Assessment materials   | Student Exit Ticket, independent response prompt, rubric, and My Progress Tracker.                     |
| Technology             | Projector or board for the Daily Deck slides.                                                          |
| Accessibility supports | Enlarged text, oral rehearsal, speech-to-text, visual color key, and home-language planning notes.     |

## 41. Preparation Before Day 1

- ☐ Prepare clean copies of "A Difficult Compromise" and "A Visit to the Workshop" and confirm that paragraph numbers are visible.
- ☐ Prepare the TRACKS annotation key for Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting.
- ☐ Prepare the HABIT chart: Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion.
- ☐ Prepare one low, one medium, and one high response about the two passages for color coding.
- ☐ Prepare Color Code Relay cards with one detail from Passage 9 and one detail from Passage 10.
- ☐ Prepare the transition bank: both, similarly, however, while, unlike, because, therefore, and this difference matters because.
- ☐ Prepare colored pencils or highlighters and a source-label routine: P9 for Passage 9 and P10 for Passage 10.
- ☐ Prepare the independent prompt, the R1/R2/R3 conclusion frame, and the revision-before-editing checklist.

## 42. Weekly Timing & Transition Overview

| Day   | Minutes | GRADUATE Stage      | What Happens                                                             |
|-------|---------|---------------------|--------------------------------------------------------------------------|
| Day 1 | 15      | Gather + Reveal     | Read the paired task, color code the model, and name each sentence job.  |
| Day 2 | 15      | Attempt             | Build a connected comparison with evidence cards from both passages.     |
| Day 3 | 15      | Discuss + Use       | Write and color code an independent paired-passage response.             |
| Day 4 | 15      | Award + Target      | Recognize one structural strength and revise one weak area.              |
| Day 5 | 15      | Explain and Educate | Teach the HABIT, transfer the work, and answer the overarching question. |

## 43. Tiny Times Transition

Use the same quick transition each day: "Pencils down for the complete thought. Name the source. Say the relationship. Explain what the pair proves. Now write." The routine keeps listening, speaking, reading, and writing connected within 15 minutes.

**Citizenship & Content Connection****44. The Citizenship Connection**

| Element                 | This Module                                                                                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| History and government  | Passage 9 reviews representation, government structure, rights, and the consequences of an unjust compromise.               |
| Science and daily life  | Passage 10 shows a team using records and repeated testing to improve electric light.                                       |
| Responsible comparison  | Readers may connect the texts through persistence and results while preserving the unequal human consequences in Passage 9. |
| Writer's responsibility | Use accurate evidence, name the source, explain the relationship, and avoid treating different stakes as identical.         |

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

#### The HABIT Structure

| Color  | Location              | Sentence Job                                                             |
|--------|-----------------------|--------------------------------------------------------------------------|
| Blue   | Introduction          | Open the response with a statement of purpose that sets up the topic.    |
| Yellow | Introduction          | Point toward the evidence and relationship.                              |
| Green  | Introduction and body | State the thesis (central idea) or the reason the evidence will develop. |
| Yellow | Body                  | Give accurate evidence from Passage 9 or Passage 10.                     |
| Red    | Body                  | Explain what the paired details prove together.                          |
| Blue   | Body and conclusion   | State significance, then use R1, R2, or R3 to finish the thinking.       |

#### Transition Bank

| Relationship     | Useful Words                                       | Check                                             |
|------------------|----------------------------------------------------|---------------------------------------------------|
| Similarity       | both, similarly, in each passage                   | Do both details truly show the same pattern?      |
| Difference       | however, while, unlike, whereas                    | Does the transition protect the exact difference? |
| Cause and effect | because, therefore, as a result                    | Is the cause supported by the text?               |
| Significance     | this matters because, together, these details show | Can the meaning be traced to both details?        |

#### Sentence Job Color Key

| Job         | Question                          | Color  |
|-------------|-----------------------------------|--------|
| Idea        | What point am I making?           | Green  |
| Evidence    | Which exact detail supports it?   | Yellow |
| Explanation | What does the detail prove?       | Red    |
| Reflection  | Why does the relationship matter? | Blue   |

### 46. Core Habit / Strategy Explanation

The paired-passage habit is a repeatable routine. Read both texts. Find a precise detail in each. Mark each source. Put the details into one relationship sentence. Explain what the pair proves. Then use the HABIT to control the paper from introduction through conclusion.

**TRACKS for accurate evidence:** T marks time or historical setting, R marks reactions or results, A marks actions or problems, C marks a character or concept, K marks key knowledge, and S marks scenery or setting. TRACKS helps students find evidence; color coding helps students explain the job of the sentence that uses it.

**HOW prompts:** When a prompt asks how two texts are similar, differ, or relate, the thesis (central idea) controls the answer. The response must use both passages. A single passage cannot complete a paired-passage answer.

**Conclusion:** R1 restates the thesis (central idea) in fresh words. R2 refers to the evidence as a whole. R3 reflects on the bigger picture. No new evidence belongs in the conclusion.

## 47. Student Source Passage(s)

**Passage use:** use the two paired source texts below at very high stamina. One strong answer draws evidence from BOTH. Keep the numbered paragraphs for citing evidence.

### Passage 1: "A Difficult Compromise" (Stamina: Very High)

- [1] In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.
- [2] The United States was still a young nation after the Revolution. The states were joined under a plan called the Articles of Confederation. That plan gave most power to the states and little power to the national government. Congress could ask states for money, but it could not force them to pay. It also had trouble settling disagreements about trade and other problems.
- [3] One major disagreement was about representation in Congress. Larger states wanted the number of representatives to be based on population. They believed that states with more people should have more votes. Smaller states feared that this plan would allow the largest states to control Congress. They wanted each state to have the same number of votes, no matter how many people lived there.
- [4] After much debate, the delegates created a compromise. Congress would have two parts. In the Senate, each state would have two members. In the House of Representatives, the number of members from each state would depend on its population. This arrangement pleased both large and small states in some ways. However, it led to another difficult question: Who would be counted as part of a state's population?
- [5] Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.
- [6] Slavery existed in several parts of the country, but it had become especially important to the economy of the South. Many Southern landowners operated farms and plantations. Enslaved men, women, and children were forced to grow tobacco, rice, indigo, and other crops. Their labor made money for slaveholders, yet enslaved people received no pay and had no control over their own lives.
- [7] Enslaved families could be separated when a person was sold. They could not choose where to live, where to work, or whether their children would remain with them. Laws treated them as property instead of as citizens. They were denied the rights that white Americans claimed were important when the nation declared its independence from Britain.
- [8] Northern delegates noticed a serious contradiction. Southern leaders often treated enslaved people as property when discussing laws and business. However, those same leaders wanted to count enslaved people as members of the population when representation was discussed. Northern delegates argued that Southern states should not receive extra political power from people who had no voice in government.
- [9] Southern delegates answered that enslaved people were part of their communities and should be included in population totals. They warned that they might refuse to support the new Constitution if their states lost too much power. Some delegates feared that without an agreement, the convention would fail and the states would remain divided under the weak Articles of Confederation.
- [10] The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.
- [11] The rule was a mathematical formula used for representation and certain taxes. It did not mean that a person could truly be divided into parts. For every five enslaved people living in a state, three were added to the population total used to decide representation. If a state had 5,000 enslaved people, 3,000 would be included in the count.
- [12] The formula affected the number of seats a state received in the House of Representatives. It also affected

the number of votes a state had in the Electoral College, which is used to select the president. Southern states gained more political power than they would have had if enslaved people had not been counted at all.

[13] However, enslaved people gained no power from the agreement. They could not vote for representatives. They could not run for office or speak in Congress. Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied. This was one of the most unfair parts of the compromise.

[14] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[15] That deeper problem was slavery. The new nation had been founded on the idea that people had natural rights, including life and liberty. Yet hundreds of thousands of people remained enslaved. The Constitution created a stronger government, but it did not free them. Instead, the compromise allowed slaveholding states to gain political influence while continuing to deny freedom to enslaved people.

[16] The agreement also shaped later decisions made by the national government. Because Southern states received additional representatives and electoral votes, leaders who supported slavery held greater power. They could influence laws, presidential elections, and appointments to important government positions. This made it harder for people who opposed slavery to change national policy.

[17] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

[18] Other people believed the agreement gave too much power to slaveholding states. They pointed out that enslaved people were being counted only when their numbers benefited white leaders. They were not counted as citizens with equal rights. To these critics, the compromise did not simply avoid a disagreement. It supported a system that treated human beings unfairly.

[19] As the country expanded westward, the conflict over slavery became more serious. Each time a new territory asked to become a state, leaders argued about whether slavery would be permitted there. The answer could change the balance between free states and slave states in Congress. Both sides feared that the other would gain too much power.

[20] The nation became increasingly divided. Abolitionists worked to end slavery and described its cruelty. Enslaved people resisted in many ways. Some escaped through networks that became known as the Underground Railroad. Others protected their families, learned to read in secret, or refused to accept the idea that slavery was just.

[21] Slaveholders and their supporters defended the system because it brought them wealth and power. They argued that states should be allowed to make their own decisions about slavery. As the debate grew, political parties changed, friendships broke apart, and violence sometimes occurred. The earlier compromises had not removed the disagreement. They had only postponed it.

[22] In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president. The Civil War began soon afterward. The war lasted four years and caused enormous loss of life. During the conflict, President Lincoln issued the Emancipation Proclamation, which declared enslaved people in areas controlled by the Confederacy to be free.

[23] After the war, the Thirteenth Amendment ended slavery in the United States. The Fourteenth Amendment later required states to count the whole number of persons when deciding representation. This change ended the three-fifths formula. It also made clear that representation would no longer be based on the earlier compromise.

[24] The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it. The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.

[25] The event also raises questions that citizens can still consider. When leaders compromise, whose interests are protected? Who is asked to give something up? Who is left out of the discussion? A decision may help people reach an agreement, but that does not always make the decision fair.

[26] Studying the convention does not require readers to accept every choice the delegates made. Instead, it allows them to examine how power, fairness, and human rights can come into conflict. It also shows why citizens should look closely at the effects of laws, not just the reasons leaders give for passing them.

[27] The Constitution helped create a stronger national government, but the Three-Fifths Compromise remains one of its most troubling agreements. It reminds readers that laws can have effects far beyond the moment in which they are written. It also shows why government decisions should protect the rights and dignity of every person.

[28] The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost. Enslaved people were used in a political calculation while being denied freedom and a voice. Understanding that contradiction helps explain both the success of the Constitution and the long struggle to make its promises apply to all Americans.

## Passage 2: "A Visit to the Workshop" (Stamina: Very High)

[1] The year was 1880, and the streets of the city were darker than Zaylen expected. She held tightly to her brother's hand as they walked along the uneven sidewalk. A few oil lamps burned near the shops, but large parts of the street remained hidden in shadow.

[2] A wagon rolled past them, and its wheels rattled against the stones. The driver held a lantern beside him so he could see the road. People hurried toward their homes before the night became even darker.

[3] Zaylen looked ahead and noticed a small building filled with light. Bright windows stood out against the dark sky.

[4] "That's where he works," her brother whispered.

[5] Zaylen had heard people talk about Thomas Edison before. Some called him an inventor. Others said he was a man who never stopped asking questions. She had also heard that he often worked late into the night and sometimes forgot to go home.

[6] Her brother had visited the workshop several times while delivering supplies. When he offered to take her with him, Zaylen could hardly believe it. She wanted to see the machines, tools, and experiments for herself.

[7] "Do you think he will talk to us?" she asked.

[8] "He may be too busy," her brother answered. "But you will still get to see what they are working on."

[9] As they came closer, Zaylen could hear sounds from inside the building. Metal tapped against wood. Men called to one another from across the room. A machine gave off a low humming sound.

[10] Her brother opened the door, and warm air rushed toward them.

[11] The room smelled like oil, metal, smoke, and heated wire. It buzzed with activity. Wires stretched across tables, and glass bulbs sat in rows. Tools, notebooks, boxes, and pieces of metal covered nearly every open space.

[12] Some workers carried supplies from one table to another. Others bent over small parts and studied them through round pieces of glass. One man carefully measured a thin strip of material. Another checked the connections between several wires.

[13] Zaylen remained close to her brother. She was afraid she might bump into something important.

[14] "Watch your step," he warned. "Nothing stays in one place for very long here."

[15] In the center of it all stood Thomas Edison. He spoke quickly as he moved from one experiment to another. His hair was slightly messy, and his sleeves were rolled above his wrists. A pencil rested behind one ear.

[16] Edison stopped beside a table and asked a worker several questions. Then he crossed the room to check a machine. Before the worker could finish writing down his directions, Edison was already moving toward another experiment.

[17] "He certainly walks quickly," Zaylen said.

[18] Her brother smiled. "His mind moves even faster."

[19] Several workers gathered around Edison while he gave instructions. One man wrote notes in a thick book. Another adjusted a machine near the wall. A third worker carefully cleaned a glass bulb.

[20] No one seemed bothered by the noise or the crowded tables. Everyone was focused on solving the same problem.

[21] "What are they doing?" Zaylen whispered.

[22] "They are trying to make electric light last longer," her brother explained. "Other inventors have made electric lights, but many of the lights burn out too quickly. Some are too bright and dangerous. Others cost too much to use in ordinary homes."

[23] Zaylen looked at the rows of bulbs. "So Edison did not invent the very first electric light?"

[24] "No," her brother said. "But he and his workers are trying to make a better one. They want a light that people can use safely in their homes."

[25] Zaylen had never thought about an invention being improved over time. She had imagined that an inventor simply had an idea and built it. The workshop showed her something different. Every table held several attempts at the same problem.

[26] One of the workers picked up a bulb and carried it to Edison. Inside the bulb was a thin wire. Edison leaned closer to study it.

[27] "What material did you use?" Edison asked.

[28] The worker answered and pointed to a note in his book.

[29] "How long did the last one burn?"

[30] "Only a few minutes," the worker replied.

[31] Edison thought for a moment. Then he nodded and told the worker to connect the bulb to the wires on the table.

[32] The room slowly grew quieter. Even workers on the other side of the workshop stopped what they were doing and turned to watch.

[33] Zaylen held her breath.

[34] A moment later, the bulb began to glow.

[35] The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen. The glow did not flicker when someone walked past it. It did not send smoke into the air. It simply remained bright.

[36] The light shone across the tools and notebooks on the table. It reflected from the glass bulbs beside it. The workers watched closely, but no one touched it.

[37] One man checked the time. Another wrote down the result. A third watched the thin wire inside the bulb.

[38] Zaylen expected Edison to clap or cheer. Instead, he asked more questions.

[39] "How bright is it compared with the last test?"

[40] "Brighter," one worker answered.

[41] "Is the glass becoming too hot?"

[42] "Not yet."

[43] "How long has it lasted?"

[44] The worker checked the clock. "Only two minutes so far."

[45] Edison nodded. "Then we keep watching."

[46] The workers returned their attention to the bulb. The light continued to glow.

[47] After several more minutes, Edison looked around the room and smiled.

[48] "We're getting closer," he said. "People should have light that is safe and lasts longer."

[49] Zaylen thought about her home. Her family used oil lamps that flickered and sometimes filled the air with smoke. Her mother had to trim the wicks and add oil each day. The lamps gave off a weak, yellow light.

[50] On windy nights, air sometimes slipped through the cracks around the windows and caused the flames to move. If someone opened a door too quickly, a lamp might go out.

[51] Zaylen's mother often warned everyone to be careful around the open flames. A sleeve, curtain, or piece of paper could catch fire if it came too close.

[52] Once, Zaylen's younger cousin had reached toward a lamp because he wanted to touch the flame. Her mother had pulled him away just in time.

[53] Zaylen imagined what it would be like to have a steady electric light in her home. Her family could read after dark without leaning close to a smoky lamp. Her mother could sew more easily. Her father could finish his work at the table.

[54] No one would need to carry a flame from room to room. No one would need to worry about knocking over a lamp filled with oil.

[55] "Could these lights really be used in houses?" Zaylen asked.

[56] "That is the plan," her brother said. "But making the bulb is only part of the problem."

[57] "What else do they need?"

[58] "They need a way to send electricity to many homes and businesses. They need wires, machines, and stations that can produce power."

[59] Zaylen stared at the glowing bulb. The problem suddenly seemed much larger than she had imagined.

[60] "So they are not only making a lamp," she said.

[61] Her brother nodded. "They are trying to build an entire system."

[62] Across the room, a worker carried a box filled with pieces of wire. He placed them on a table beside several dark bulbs.

[63] Zaylen noticed that some of the bulbs had black marks inside them. Others were cracked or broken. A few looked perfect but did not glow at all.

[64] Her brother explained that many experiments had failed. Some wires burned too quickly. Others melted. Some materials did not glow brightly enough, while others became too hot.

[65] One wire lasted only a few seconds before breaking. Another produced a bright flash and then went dark. Each failure led the workers to try something different.

[66] "Doesn't Edison get tired of failing?" Zaylen asked.

[67] Before her brother could answer, Edison turned toward them. He had heard her question.

[68] "Of course I get tired," he said as he approached. "Everyone gets tired when something does not work."

[69] Zaylen felt her face grow warm. She had not expected Edison to hear her.

[70] "But a failed test can still teach us something," he continued. "It shows us what does not work. That helps us decide what to try next."

[71] He picked up one of the dark bulbs. A black mark covered part of the glass.

[72] "This wire burned too quickly," he explained. "That means we need a material that can glow without breaking so soon."

[73] Edison placed the bulb back on the table and picked up a thick notebook. Each page was filled with numbers, dates, drawings, and short notes.

[74] "We write everything down," he said. "We record the material we used, how brightly it glowed, and how long it lasted."

[75] He turned several pages and showed Zaylen a list of earlier tests.

[76] "Why do you need so many notes?" she asked.

[77] "Because we may forget small details," Edison answered. "A test that seems unimportant today may help us solve a problem tomorrow. Good ideas are important, but careful records are important too."

[78] One of the workers called Edison from across the room.

[79] "The new material is ready!" the worker shouted.

[80] Edison nodded to Zaylen and quickly returned to work.

[81] Zaylen watched as the workers prepared another test. One man placed a thin strip of material inside a glass bulb. Another removed much of the air from the bulb with a machine.

[82] Her brother explained that air inside the bulb could cause the glowing material to burn too quickly. By

removing most of the air, the workers hoped the material would last longer.

[83] A worker sealed the glass carefully. Then he carried the finished bulb to another table.

[84] The workers connected it to several wires.

[85] At first, nothing happened.

[86] One man checked the connections. Another studied the machine that provided electricity. Edison asked them to test each wire.

[87] After a few moments, the bulb gave off a faint glow.

[88] "It is not very bright," a worker said.

[89] "Write down the result," Edison replied. "Then increase the power a little."

[90] The light became brighter, but the thin material inside the bulb began to shake.

[91] Suddenly, there was a sharp pop.

[92] The bulb cracked, and the light disappeared.

[93] Zaylen jumped backward.

[94] One worker sighed, but no one shouted or became angry. They carefully turned off the power. Then they studied the broken bulb.

[95] "What happened?" Edison asked.

[96] "The material may have been too thin," one worker answered.

[97] "Or the power may have been too strong," another said.

[98] Edison listened to both ideas. Then he told them to check their notes and prepare another test.

[99] The broken glass was cleaned away. A fresh bulb was brought to the table. Within minutes, the workers had begun again.

[100] Zaylen was surprised. If she had worked that long on something and watched it break, she might have wanted to stop.

[101] "They don't even take a break," she said.

[102] "They have been working on this problem for months," her brother replied. "Some nights they work until morning."

[103] Zaylen looked around the workshop again. She noticed tired faces and stained sleeves. A cold meal sat untouched near one table. Several workers rubbed their eyes, but they continued measuring, writing, and testing.

[104] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.

[105] The bright bulb in front of her had come after many dark ones.

[106] She also realized that Edison was not working alone. Many people helped prepare materials, build machines, blow glass, test wires, and record results. Each worker had an important job.

[107] "Do people know about all these workers?" Zaylen asked her brother.

[108] "Probably not," he answered. "They may remember Edison's name, but an invention this large takes a team."

[109] Zaylen watched one worker hand a set of notes to another. A third worker brought them a new piece of material to test. They spoke quietly and compared their ideas.

[110] The workshop was not only a place where objects were built. It was a place where people shared questions and learned from one another.

[111] After a while, the first glowing bulb was still shining.

[112] The worker beside it checked the clock again.

[113] "It has lasted longer than the earlier test," he announced.

[114] Several workers smiled. Edison walked over and studied the bulb.

[115] "Do not stop watching it," he said. "We need to know exactly how long it lasts."

[116] The worker nodded and returned to his seat.

[117] Zaylen's brother touched her shoulder. "We should leave soon. It is getting late."

[118] Zaylen did not want to go. She wanted to see how long the bulb would continue to glow. She wanted to know which material would finally work best.

[119] Before leaving, she took one last look around the room.

[120] Edison was bending over another table and studying a new wire. One worker checked a clock while another added notes to a book. A man near the wall adjusted a machine. Another carried a box of empty bulbs into the room.

[121] Every tool, broken bulb, and written result was part of the search for a better light.

[122] As Zaylen and her brother stepped outside, the cold night air touched her face. The streets were still dim. A few lamps burned near the shops, but most windows were dark.

[123] Behind them, the workshop glowed brightly.

[124] They began walking home. Their footsteps tapped against the sidewalk, and their shadows moved beside them.

[125] Zaylen glanced back at the building, where the lights continued to shine late into the night.

[126] "Do you think every house will have electric lights someday?" she asked.

[127] Her brother looked toward the dark homes lining the street.

[128] "I think that is what Edison hopes," he said. "It may take time. Wires will have to be placed throughout the city. Power stations will have to be built. People may be unsure about using something new."

[129] "Would they be afraid of electricity?"

[130] "Some might be," he answered. "People often worry about inventions they do not understand."

[131] Zaylen thought about the glowing bulb. She had been unsure when she first entered the workshop, but now she could imagine how electric light might change daily life.

[132] Stores could remain open after sunset. Doctors could treat patients in brighter rooms. Students could study without smoke filling the air. Workers could see their tools more clearly.

[133] Streets might become safer because people could see where they were walking. Families might gather in bright rooms without worrying about open flames.

[134] "Someday, people may forget how dark the nights used to be," her brother said.

[135] Zaylen smiled. The idea no longer seemed impossible. She had seen the light with her own eyes.

[136] When they reached home, an oil lamp flickered on the table. Zaylen's mother turned up the wick so they could see more clearly.

[137] The flame moved and released a thin line of smoke.

[138] "Did you enjoy your visit?" her mother asked.

[139] Zaylen sat beside the lamp and began telling her family about the crowded tables, the rows of glass bulbs, and the workers who recorded every result.

[140] She described the bright electric light and how it remained steady without a flame. She told them about the broken bulbs and the tests that had failed.

[141] Most of all, she explained what Edison had said about learning from every attempt.

[142] Her father listened carefully.

[143] "It sounds like difficult work," he said.

[144] "It is," Zaylen answered. "But they keep trying."

[145] Later that night, Zaylen lay in bed and watched shadows move across the wall. The small lamp in the hallway gave off only enough light to help her family find their rooms.

[146] She pictured the workshop again. In her mind, she could still see the bulb glowing above the crowded table.

[147] Miles of wire, powerful machines, and many more experiments would be needed before electric lights became common. There would be problems to solve and people to convince.

[148] Still, Zaylen believed the dark streets would not remain dark forever.

[149] Back at the workshop, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

## 48. Student Annotation Guide

Students use the same TRACKS categories in both passages, then label the source of every evidence detail.

### A Difficult Compromise

| TRACKS                 | Evidence to Notice                                                                                                          |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| T Time                 | 1787, the Constitutional Convention, and later changes after the Civil War.                                                 |
| R Reactions            | Delegates argued, worried, questioned fairness, and continued disagreeing.                                                  |
| A Actions              | States negotiated representation, created a compromise, and later changed the formula.                                      |
| C Character or Concept | Delegates, enslaved people, representation, rights, and political power.                                                    |
| K Key Knowledge        | The Three-Fifths formula increased political power for slaveholding states while enslaved people gained no political power. |
| S Scenery or Setting   | Philadelphia, the convention, the young nation, and an expanding country.                                                   |

### A Visit to the Workshop

| TRACKS                 | Evidence to Notice                                                                               |
|------------------------|--------------------------------------------------------------------------------------------------|
| T Time                 | 1880, late night, repeated tests, and months of work.                                            |
| R Reactions            | Zaylen gasped, workers watched, Edison asked questions, and the team kept working after failure. |
| A Actions              | Workers measured, recorded, tested, checked connections, and prepared another bulb.              |
| C Character or Concept | Zaylen, Edison, workers, electric light, materials, and records.                                 |
| K Key Knowledge        | Failed tests showed what did not work and helped the team decide what to try next.               |
| S Scenery or Setting   | The dark city street, bright workshop, crowded tables, tools, wires, bulbs, and machines.        |

## 49. TRACKS Evidence Highlighting

Students TAP the TRACKS: hunt for the six kinds of evidence, mark each one, and write P9 or P10 beside the detail. TRACKS marks evidence in the passage; the HABIT colors name the job of the sentence that uses the evidence. **[5.7(E)]**

| Letter | Category                     | What to Look For                                                                                              | Highlight Color |
|--------|------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------|
| T      | Time                         | Age, era, dates, cultural details, or historical details. Often adjectives.                                   | Pastel Green    |
| R      | Reactions                    | Reactions, solutions, resolutions, or effects. Often verbs or adverbs.                                        | Pastel Purple   |
| A      | Actions                      | Actions, problems, conflicts, or causes. Often verbs or adverbs.                                              | Pastel Yellow   |
| C      | Character, Concept, Creature | Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.  | Pastel Yellow   |
| K      | Key Knowledge                | All other important information needed for the meaning of the passage that is not in another TRACKS category. | Pastel Orange   |
| S      | Scenery / Setting            | Setting characteristics acknowledged or measured through the five senses.                                     | Pastel Green    |

### In this module:

- **T (Time):** Dates, eras, sequence, and historical details.
- **R (Reactions):** Responses, results, effects, and changes.
- **A (Actions):** Actions, problems, decisions, and causes.
- **C (Character, Concept, Creature):** People, ideas, objects, and central concepts.

- **K (Key Knowledge):** Important information needed to understand meaning.
- **S (Scenery / Setting):** Place, conditions, sensory details, and context.

## 50. Five-Day GRADUATE Lesson

Every day uses the same anatomy: purpose, standard, teacher script, student task, expected thinking, embedded check, access without lowering rigor, misconception move, and product.

### DAY 1 | GATHER AND REVEAL | 15 MINUTES

**Day Purpose:** gather the paired-passage focus, reveal the HABIT, and model how every sentence has a job.

| Standard | Focus                                  |
|----------|----------------------------------------|
| TEKS     | <b>5.12(B)(i)</b> , <b>5.11(B)(ii)</b> |
| ELPS     | ELPS 1(E)(i), ELPS 2(E)(i)             |

### GATHER | TEACH

#### CLASS SLIDE

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

#### TEACHER SCRIPT

*"Listen to the entire thought before you decide what it means. We will use one detail from each passage, connect them, and explain what the pair proves."*

Read one complete detail from Passage 9 and one complete detail from Passage 10. Students restate each detail and identify the source. Ask for a shared pattern such as people continuing work after an incomplete result, then ask for an important difference in consequences.

### REVEAL | TEACH

#### CLASS SLIDE

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

#### TEACHER SCRIPT

*"Blue introduces the response, yellow points toward evidence, and green states the idea. In the body, yellow gives evidence, red explains, and blue states significance. In the conclusion, R1 restates, R2 refers back, and R3 reflects."*

Model a short response using Passage 9's compromise and Passage 10's repeated testing. Color the introduction blue, yellow, and green. Color the body green, yellow, red, and blue. Ask students to name the job before they name the color.

### Modeled Annotation

#### CLASS SLIDE

Both passages show people moving forward after an incomplete result. Passage 9 shows delegates reaching a compromise that increased political power while leaving enslaved people without rights, while Passage 10 shows workers using failed tests and careful records to decide what to try next. Together, the details show that a result must be reviewed for both what it changes and what remains unresolved.

Point to one detail from each passage and explain that the relationship sentence is incomplete until it says what the pair proves. Protect the critical difference: an unjust political decision and a technical experiment do not have the same human consequences.

#### EMBEDDED CHECK | LEARN

Students hold up the color for an idea, evidence, explanation, and reflection. Ask, "Which sentence would be missing if we only listed two details?"

**Access without lowering rigor:** read the model aloud and let students point to source labels before they color.

**Student product:** a color key, two source-labeled details, and a labeled model.

#### DAY 2 | ATTEMPT | 15 MINUTES

**Day Purpose:** practice building one relationship sentence with balanced evidence from both passages.

| Standard | Focus                                                     |
|----------|-----------------------------------------------------------|
| TEKS     | <a href="#">5.11(B)(ii)</a> , <a href="#">5.12(B)(ii)</a> |
| ELPS     | ELPS 2(E)(i), ELPS 3(G)(ii)                               |

#### ATTEMPT | LEARN

##### CLASS SLIDE

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

Partners draw one evidence card from each passage. They sort the pair under Shared Pattern or Important Difference, choose a transition, rehearse, write, and color the sentence by job. Require both sources in every round.

#### Game Routine and Sample Card

| Step | Action                                           | Check                             |
|------|--------------------------------------------------|-----------------------------------|
| 1    | Read the Passage 9 card.                         | Is it accurate?                   |
| 2    | Read the Passage 10 card.                        | Is it accurate?                   |
| 3    | Sort Shared Pattern or Important Difference.     | Can you defend the sort?          |
| 4    | Choose both, however, while, unlike, or because. | Does the transition fit?          |
| 5    | Rehearse the complete sentence.                  | Say both sources.                 |
| 6    | Write the sentence and color its job.            | Yellow evidence, red explanation. |
| 7    | Explain what the pair proves.                    | No side-by-side summary.          |
| 8    | Switch roles.                                    | Both partners speak and write.    |

##### CLASS SLIDE

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

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

#### EMBEDDED CHECK | LEARN

Before accepting a card, students underline P9 evidence once, P10 evidence twice, circle the bridge word, and box the explanation.

**Access without lowering rigor:** provide frames, but require the student to choose the accurate details and the relationship. **Student product:** two connected comparison sentences with color labels.

### DAY 3 | DISCUSS AND USE | 15 MINUTES

**Day Purpose:** discuss relationships, then independently assemble and color code a complete response.

| Standard | Focus                                                        |
|----------|--------------------------------------------------------------|
| TEKS     | <b>5.11(B)(ii)</b> , <b>5.12(B)(i)</b> , <b>5.12(B)(iii)</b> |
| ELPS     | ELPS 1(E)(i), ELPS 4(F)(ix)                                  |

### DISCUSS | LEARN

#### TEACHER SCRIPT

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

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

#### DISCUSSION CHECK

Listen for the political and human-rights stakes in Passage 9 and the technical learning process in Passage 10. The response may compare persistence, but it must not equate the consequences.

### USE | ASSESS

#### CLASS SLIDE

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

**Step 1:** Write a thesis (central idea) that answers the relationship prompt.

**Step 2:** Build a SET introduction that names both passages.

**Step 3:** Add green idea sentences and yellow evidence from both sources.

**Step 4:** Add a red explanation of what the pair proves.

**Step 5:** Add blue significance and a three-sentence R1/R2/R3 conclusion.

**Possible thesis (central idea):** Both passages show that lasting change requires people to review results and continue working, but the consequences of a political compromise must be judged by fairness and rights while a failed workshop test supplies information for the next technical attempt.

#### EMBEDDED CHECK | ASSESS

Collect the draft and check whether every sentence has a job and a color. Check one P9 detail, one P10 detail, one relationship explanation, and one difference.

**Access without lowering rigor:** offer the structure frame, not the finished thinking. **Student product:** a full color-coded draft.

**DAY 4 | AWARD AND TARGET | 15 MINUTES**

**Day Purpose:** recognize one successful structural move and revise one missing or imbalanced part.

| Standard | Focus                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <a href="#">5.11(B)(iii)</a> , <a href="#">5.11(C)(i)</a> , <a href="#">5.11(C)(iii)</a> , <a href="#">5.11(C)(vii)</a> |
| ELPS     | ELPS 2(E)(i), ELPS 4(F)(ix)                                                                                             |

**AWARD | ASSESS****CLASS SLIDE**

The Moment They Figured It Out: find one sentence whose color shows strong control.

**TEACHER SCRIPT**

*"Your award must name a sentence and its job. You are not praising a color by itself. You are identifying thinking that the color makes visible."*

Students point to one sentence that uses both texts, explains a relationship, protects a difference, or completes R1/R2/R3. They record the sentence and why it works.

**TARGET | ASSESS****CLASS SLIDE**

What do I still need to grow? Find the missing color, missing source, unclear transition, unsupported explanation, or unfinished conclusion.

Students revise one paragraph. They may add an explanation, delete repetition, combine two ideas, rearrange evidence, or replace a weak transition. They color the revised sentence again and explain the change.

**SMALL-GROUP SUPPORT**

Build It: name the job. Fix It: choose the missing color. Say It: rehearse the sentence with both sources. Check It: explain what the pair proves and whether the difference remains visible.

**Access without lowering rigor:** provide a color-by-job checklist, but require the student to make and defend the revision. **Student product:** an Award reflection, a measurable Target, and one revised paragraph.

**DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES**

**Day Purpose:** teach the HABIT, explain the relationship between color and sentence job, transfer the work, and answer the overarching question.

| Standard | Focus                                                                                   |
|----------|-----------------------------------------------------------------------------------------|
| TEKS     | <a href="#">5.11(B)(ii)</a> , <a href="#">5.11(B)(iii)</a> , <a href="#">5.12(B)(i)</a> |
| ELPS     | ELPS 2(E)(i), ELPS 4(F)(ix)                                                             |

**EXPLAIN | ASSESS****CLASS SLIDE**

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

**TEACHER SCRIPT**

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

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

## **EDUCATE AND TRANSFER**

### **CLASS SLIDE**

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

Students complete a final response check: both passage titles appear, P9 and P10 evidence are accurate, one transition shows the relationship, one sentence explains the pair, one difference is protected, and the conclusion uses R1/R2/R3 without new evidence.

### **EMBEDDED CHECK | ASSESS**

Ask each student to explain how color coding helped them revise. A complete answer names a sentence job and a change made because the color revealed a need.

## **Return to the Overarching Question**

Students compare First Thinking to Final Thinking and write one answer to the overarching question.

**Student product:** teach-back, final response check, and progress reflection.

### **CLOSING ENCOURAGEMENT**

"You can now see the whole paper. Your colors show where ideas, evidence, explanation, and reflection are doing their jobs."

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

## Student Exemplars

### 51. Low / Developing Exemplar

| Field                  | Detail                                                                                                                           |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Student response       | The delegates made a compromise. Edison had a bulb. Both passages are about a problem.                                           |
| What is working        | The response names both passages and notices that each includes a problem.                                                       |
| What needs improvement | The details are separate, the relationship is broad, and the response does not explain the consequences or what the pair proves. |
| Color diagnosis        | Green topic ideas are present, but yellow evidence, red explanation, and blue significance are not controlled.                   |

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

### 52. Medium / Approaching Exemplar

| Field                  | Detail                                                                                                                                                                                                                 |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student response       | Both passages show people trying to move forward. The delegates made the Three-Fifths Compromise, while workers in the workshop continued working with electric light. However, the texts have different consequences. |
| What is working        | The response uses both sources, includes a transition, and begins to protect a difference.                                                                                                                             |
| What needs improvement | The evidence needs more precision, the explanation must state what the pair proves, and the conclusion is not yet R1, R2, and R3.                                                                                      |
| Color diagnosis        | Green and yellow are visible. Add red explanation and blue significance, then revise the transition so it names the exact difference.                                                                                  |

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

### 53. High / Secure Exemplar

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

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

### Additional Secure Exemplar

| Sentence                                                                                                   | Job and Color                                        |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Both passages show people continuing after an incomplete result.                                           | Green idea, opening the central comparison.          |
| Delegates reached a compromise, while workers recorded failed tests and prepared another bulb.             | Yellow paired evidence with a difference transition. |
| The paired details show that a result guides the next action, but its consequences must still be reviewed. | Red explanation.                                     |
| This matters because continuing work should be judged by what it changes for people.                       | Blue significance.                                   |

### Secure Response: Evidence and Explanation

| Requirement  | Evidence in the model                                                                |
|--------------|--------------------------------------------------------------------------------------|
| Passage 9    | The formula increased political power while enslaved people remained without rights. |
| Passage 10   | Workers measured, recorded, and learned from failed tests.                           |
| Relationship | Both show continued work after an incomplete result.                                 |
| Difference   | One decision preserved injustice; one failed test supplied information.              |
| Significance | Results must be judged by consequences, not persistence alone.                       |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

A secure response names one accurate detail from each source, connects the details with a real relationship, explains what they prove together, and protects an important difference. Accept paraphrase when it keeps the passage meaning. Do not accept a response that treats the Three-Fifths Compromise as equivalent to a technical failure or that uses only one source.

### 55. Standards Evidence Trail

| Evidence Source      | Look For                                                       | Standards                                                                                                                                                                            |
|----------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Color Code Relay     | Both passages, explicit bridge word, and explanation.          | <a href="#">5.11(B)(ii)</a> , <a href="#">5.12(B)(i)</a>                                                                                                                             |
| Independent response | SET introduction, paired evidence, significance, and R1/R2/R3. | <a href="#">5.11(B)(iii)</a> , <a href="#">5.12(B)(ii)</a>                                                                                                                           |
| Revision             | Meaning and coherence improved before editing.                 | <a href="#">5.11(C)(iii)</a> , <a href="#">5.11(C)(iv)</a> , <a href="#">5.11(C)(v)</a> , <a href="#">5.11(C)(vi)</a> , <a href="#">5.11(C)(vii)</a> , <a href="#">5.11(C)(viii)</a> |
| Teach-back           | Student explains why color revealed a need.                    | <a href="#">5.12(B)(iii)</a>                                                                                                                                                         |

### 56. Assessment Opportunities

| Opportunity               | Prompt                                                                          | Evidence                                    |
|---------------------------|---------------------------------------------------------------------------------|---------------------------------------------|
| Relationship or retelling | Show R or T, then point to the exact relationship language.                     | Student distinguishes connection from list. |
| Evidence balance          | Underline P9 evidence once and P10 evidence twice.                              | Both sources do real work.                  |
| Protect the difference    | Complete: Both texts show _____. However, the difference matters because _____. | Student preserves stakes and consequences.  |
| Conclusion                | Write R1, R2, and R3 with no new evidence.                                      | Student finishes the thinking.              |

### Assessment Prompt Bank

| Prompt                                                                  | What to Listen For                                                         |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Explain how both passages show that results should be reviewed closely. | One precise detail from each and a connected explanation.                  |
| Explain how the outcomes leave larger work unfinished.                  | Unresolved rights in Passage 9 and continued technical work in Passage 10. |
| Explain how information influences the next action in each passage.     | Political consequences and workshop records both guide what happens next.  |
| Explain how the kinds of consequences differ.                           | Human rights and political power are not equated with technical learning.  |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

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

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

### 58. Exit Ticket Answer Key

| Item | Acceptable Evidence                                                                                               | Scoring                                     |
|------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1    | An accurate detail such as the compromise increased political power while enslaved people had no political power. | 2 accurate, 1 related, 0 inaccurate.        |
| 2    | An accurate detail such as workers recorded failed tests and used the results to prepare another test.            | 2 accurate, 1 related, 0 inaccurate.        |
| 3    | A sentence that connects both details with a real relationship.                                                   | 2 explicit relationship, 1 partial, 0 list. |
| 4    | Explains why the difference changes the meaning, with human consequences kept visible.                            | 2 grounded, 1 general, 0 missing.           |

### 59. Scoring Principle

Score the thinking target first: source accuracy, balance, relationship, explanation, difference, organization, and revision. A shorter response with accurate paired evidence and visible reasoning is stronger than a longer response that lists details.

### 60. Gradebook Conversion

| Level      | Description                                                                                          | Suggested Record        |
|------------|------------------------------------------------------------------------------------------------------|-------------------------|
| Beginning  | Lists details or uses only one source.                                                               | Needs guided practice.  |
| Developing | Uses both sources but explanation or balance is uneven.                                              | Approaching the target. |
| Secure     | Uses both sources accurately, explains the relationship, protects a difference, and revises meaning. | Meets the target.       |

### 61. Recommended Gradebook Label

**Gradebook label:** "G5 C5 M4 Color Coding and Paired-Passage Control."

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

| Element      | Requirement                                                                                                                                                                                              |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prompt       | Explain how "A Difficult Compromise" and "A Visit to the Workshop" show that lasting change requires people to review results, recognize what remains unresolved, and continue improving their response. |
| Introduction | Use SET, name both passages, and state a thesis (central idea).                                                                                                                                          |
| Body         | Use accurate, balanced evidence from both passages, transitions, explanations, and significance.                                                                                                         |
| Conclusion   | Use R1, R2, and R3. Add no new evidence.                                                                                                                                                                 |
| Revision     | Revise meaning, structure, coherence, and clarity before editing conventions.                                                                                                                            |
| Final check  | Color every sentence and label P9 or P10 beside source evidence.                                                                                                                                         |

### 63. Student Planning Frame

**Thesis (central idea):** Both passages show \_\_\_\_, but \_\_\_\_.

**Green idea:** One relationship is \_\_\_\_.

**Yellow Passage 9 evidence:** \_\_\_\_.

**Yellow Passage 10 evidence:** \_\_\_\_.

**Red explanation:** Together, these details show \_\_\_\_.

**Blue significance:** This matters because \_\_\_\_.

**R1:** In other words, \_\_\_\_.

**R2:** The evidence as a whole shows \_\_\_\_.

**R3:** The bigger picture is \_\_\_\_.

## 64. Writing Assignment Rubric

| Criterion    | Beginning                              | Developing                  | Secure                                         |
|--------------|----------------------------------------|-----------------------------|------------------------------------------------|
| Relationship | Lists details.                         | Names a broad connection.   | Develops a precise similarity and difference.  |
| Evidence     | Uses one source or inaccurate details. | Uses both sources unevenly. | Pairs accurate, relevant evidence from both.   |
| Explanation  | Retells.                               | Explains one connection.    | Explains the relationship and why it matters.  |
| Organization | Separate summaries.                    | Some transitions.           | Connected SET and HABIT structure.             |
| Revision     | Limited check.                         | Corrects some issues.       | Revises meaning first, then edits conventions. |

## 65. Writing Gradebook Conversion

| Score | Meaning                                                                              |
|-------|--------------------------------------------------------------------------------------|
| 4     | Secure: accurate, balanced, connected, reflective, and revised.                      |
| 3     | Mostly secure: both sources and a relationship are present, with one structural gap. |
| 2     | Developing: both sources may appear, but reasoning or organization is uneven.        |
| 1     | Beginning: one source, list-like response, or little evidence.                       |

## 66. Teacher Feedback Shortcuts

**Evidence:** "Name the source and make the detail exact." **Relationship:** "Use both in one sentence."  
**Explanation:** "What does the pair prove?" **Difference:** "What must we protect?" **Conclusion:** "R1, R2, R3, no new evidence." **Revision:** "Improve meaning before conventions."

**Response to Student Need****67. Intervention: Name the Thinking**

| <b>Step</b> | <b>Teacher Move</b>                                           | <b>Student Response</b>         |
|-------------|---------------------------------------------------------------|---------------------------------|
| 1. Read     | Read one P9 card and one P10 card aloud.                      | Restate each detail.            |
| 2. Sort     | Place the cards under Shared Pattern or Important Difference. | Defend the sort.                |
| 3. Bridge   | Offer both, however, while, unlike, or because.               | Choose the exact transition.    |
| 4. Rehearse | Say the full relationship sentence.                           | Name both sources.              |
| 5. Explain  | Ask what the pair proves together.                            | Add the red explanation.        |
| 6. Write    | Color each job.                                               | Produce one connected sentence. |
| 7. Retrieve | Cover the cards.                                              | Recall the relationship.        |

## 68. Embedded Checks & Student Support

| Check                 | Student Action                                         | Teacher Question                       |
|-----------------------|--------------------------------------------------------|----------------------------------------|
| Source accuracy       | Mark P9 or P10 beside evidence.                        | Does the wording match the passage?    |
| Relationship language | Circle the transition and draw an arrow to both ideas. | Does the arrow connect both sources?   |
| Explanation           | Box the red sentence.                                  | What does the pair prove?              |
| Significance          | Star the blue reflection.                              | Can the meaning be traced to evidence? |

## 69. Student Support Quick Reference

| Student Need            | Support                                              |
|-------------------------|------------------------------------------------------|
| Uses one source         | Require one P9 card and one P10 card before writing. |
| Writes two summaries    | Use a bridge word and a single sentence frame.       |
| Stops after evidence    | Ask, "What does the pair prove?"                     |
| Erases the difference   | Use the frame: Both texts show ____; however, ____.  |
| Ends without reflection | Use R1, R2, and R3 sentence starters.                |

## 70. Enrichment: Connect Across Texts

| Challenge               | Requirement                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------|
| Double-layer comparison | Sentence 1 states a shared pattern. Sentence 2 explains a critical difference. Sentence 3 explains significance. |
| New prompt              | Create a prompt that requires both passages and a relationship.                                                  |
| Model defense           | Write a thesis (central idea) and defend how it answers the relationship prompt.                                 |

**Model:** Both texts show people continuing to work after an incomplete result. However, the political decision strengthens government power while preserving injustice, whereas a failed workshop test supplies information for another technical attempt. The distinction matters because persistence must be judged by its effects on people and by what the next action learns.

## 71. Additional Writing Opportunity: Plan and Draft

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**Writing Prompt:** Explain how information influences the next action in each passage.

1. Read both passages and mark unfamiliar words.
2. Select one precise P9 detail and one precise P10 detail.
3. State the relationship in one sentence.
4. Add a red explanation of what the pair proves.
5. Protect one important difference.
6. Write R1, R2, and R3 without new evidence.

**Drafting Space:** Start with the thesis (central idea), then build SET, paired evidence, explanation, significance, and the R1/R2/R3 conclusion.

### Success Criteria

- My response answers the prompt.
- My introduction names both passages and states a central comparison.
- My evidence is accurate, relevant, and balanced.
- My transitions show real relationships.
- My explanation protects important differences.
- My significance stays grounded in evidence.

## 72. Additional Writing Opportunity: Revise, Edit, and Share

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**Revise.** Color every sentence again. Combine or rearrange ideas for coherence, add an explanation where the relationship is unclear, delete repetition, and improve word choice.

**Edit.** Check compound sentence boundaries, subject-verb agreement, fragments, run-ons, splices, pronouns, conjunctive adverbs, and commas.

**Share.** Read the response to a partner. The partner identifies the thesis (central idea), evidence from each passage, explanation, significance, and R1/R2/R3 conclusion.

## Engagement & Home Connection

### 73. Auditory Engagement Moments

Listen for the relationship between two details and say whether they show a similarity, a difference, a cause-and-effect link, or a shared pattern.

- Read one complete P9 detail and one complete P10 detail. Students keep pencils down until the full read-aloud ends.
- Students hold up S, D, C/E, or P for similarity, difference, cause/effect, or pattern.
- Students restate the relationship in their own words and defend it with one detail.
- Students rehearse a complete relationship sentence before writing.

#### TEACHER SCRIPT

*"Listen for what the two texts share. Both texts show people continuing to work. In Passage 9, the decision increased political power while denying rights to enslaved people. In Passage 10, failed tests provided information for the next design. When you compare them, name both the shared pattern and the important difference."*

### 74. Pause Points

Pause before students write and let them think silently.

#### PAUSE POINT: RELATIONSHIP OR LIST

Does this sentence connect the two passages, or merely place one detail beside another?

#### PAUSE POINT: ACCURATE BRIDGE

Does the transition name the exact relationship?

#### PAUSE POINT: PROTECT THE STAKES

Have I preserved the difference between a political decision with human consequences and a technical experiment?

#### PAUSE POINT: EVIDENCE BALANCE

Does each source do real evidentiary work?

#### PAUSE POINT: EXPLAIN THE MEANING

What does this paired evidence prove that neither detail could show alone?

#### PAUSE POINT: SIGNIFICANCE

Can my statement about why this matters be traced to the evidence?

### 75. At-Home Connection

Use any two familiar books, routines, events, or objects. Name one accurate detail from each, use a bridge word, and explain what the pair proves together. Ask the student to label one sentence idea, one evidence sentence, one explanation sentence, and one reflection sentence.

#### TASK CARD 1

Choose two things. Complete: Both \_\_\_\_ and \_\_\_\_ show \_\_\_\_\_. However, \_\_\_\_\_.

**TASK CARD 2**

Color the sentence by job. Ask which color is missing and revise one sentence.

**TASK CARD 3**

Finish: This difference matters because \_\_\_\_\_. Read the complete response aloud.

## Student Ownership

### 76. My Progress Tracker

**TEACHER SCRIPT**

*"Use evidence from your own writing, not just a feeling. Your goal is growth across the module, not perfection on Day 1."*

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

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

### 77. Student Award

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

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### 78. Student Target

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

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## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER SCRIPT

*"At the beginning of this module, we asked: How does color coding help a writer see whether every part of a paired-passage response is doing its job? Now we can answer it: Color coding makes sentence jobs visible. It lets the writer see whether the introduction leads to a clear thesis (central idea), whether body paragraphs balance reasons, evidence, explanations, and significant thinking, and whether the conclusion restates, references, and reflects without adding a new idea."*

### 80. Essential / Overarching Question, Answered

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

Color coding makes sentence jobs visible. It helps a writer see whether the introduction sets up both passages and a clear thesis (central idea), whether the body balances P9 and P10 evidence with explanation, whether an important difference remains clear, and whether the conclusion uses R1, R2, and R3 without new evidence. Because each sentence has a visible job, the writer can revise structure and meaning before editing conventions.

### 81. Teacher Reflection

- Which students organize evidence around a relationship rather than by passage?
- Which students protect important differences in stakes and consequences?
- Which students revise for meaning and clarity before editing conventions?
- Which students are ready to teach synthesis to a partner?
- Which evidence will I preserve for the next module?

**Teacher Notes:**

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### 82. Teacher Artifacts of Effectiveness

- Color-coded exemplar annotations.
- Color Code Relay cards and partner sentences.
- Independent responses with P9 and P10 evidence marked.
- Before-and-after revisions showing improved explanation or coherence.
- R1/R2/R3 conclusions without new evidence.
- My Progress Tracker and teach-back notes.

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

The 20-slide deck supports the five-day lesson and keeps the HABIT visible.

| Slide | Title                      | Required Content                                                                     | Lesson Location |
|-------|----------------------------|--------------------------------------------------------------------------------------|-----------------|
| 1     | Color Coding the Exemplar  | Grade 5, Cluster 5, Module 4, Very High reading load, ECR paired passages.           | Cover           |
| 2     | Meet Our Week              | I Can and I Will statements; use both passages and color every job.                  | Day 1           |
| 3     | Both Texts, One Response   | Paired-passage habit and overarching question.                                       | Day 1 Gather    |
| 4     | HABIT Colors               | Blue/Yellow/Green introduction; Green/Yellow/Red body; Green/Yellow/Blue conclusion. | Day 1 Reveal    |
| 5     | Every Sentence Has a Job   | Idea, evidence, explanation, significance, R1, R2, R3.                               | Day 1 Reveal    |
| 6     | TRACKS and Source Labels   | Mark P9 and P10 evidence accurately.                                                 | Day 1 Reveal    |
| 7     | Color Code Relay           | Pair one Passage 9 card with one Passage 10 card.                                    | Day 2 Attempt   |
| 8     | Choose the Bridge          | Both, however, while, unlike, because, and this difference matters because.          | Day 2 Attempt   |
| 9     | Say It Before You Write It | Oral rehearsal of the complete relationship sentence.                                | Day 2 Attempt   |
| 10    | Relationship Web           | Shared pattern, difference, consequence, unfinished work.                            | Day 3 Discuss   |
| 11    | Build the Whole Paper      | SET, paired evidence, explanation, significance, R1/R2/R3.                           | Day 3 Use       |
| 12    | Color Every Sentence       | Diagnostic color coding.                                                             | Day 3 Use       |
| 13    | Find the Missing Job       | Revise imbalance before conventions.                                                 | Day 4 Target    |
| 14    | Protect the Difference     | Political and human consequences versus technical experimentation.                   | Day 4 Target    |
| 15    | Turn and Teach             | Explain the HABIT and defend a revision.                                             | Day 5 Explain   |
| 16    | Transfer Prompt            | Use both passages to explain unfinished work and reviewed results.                   | Day 5 Transfer  |
| 17    | Low Exemplar               | Separate details, missing relationship and explanation.                              | Section 51      |
| 18    | Medium Exemplar            | Both sources and a transition, but thin explanation.                                 | Section 52      |
| 19    | High Exemplar              | Balanced evidence, difference, explanation, and significance.                        | Section 53      |
| 20    | Progress Tracker           | Evidence of growth and next target.                                                  | Section 76      |

## 84. Virtual / Online Adaptation

Keep the skill and rigor identical. Share both passages in split-screen view. Students read the clean passages first, then use the TRACKS-highlighted copies with the annotation guide. During auditory engagement, keep microphones muted, use a poll or chat code for the relationship, and require a defense before writing. In breakout rooms assign Reader, Evidence Finder, Explainer, and Checker. Rotate after two evidence cards. Require each group to name Passage 9 evidence, Passage 10 evidence, the bridge, and the explanation before recording an answer.

| Element             | Adaptation                                                                                           |
|---------------------|------------------------------------------------------------------------------------------------------|
| Shared screen       | Color code one response and let students name the sentence jobs.                                     |
| Annotation          | Use digital highlights for TRACKS and source labels.                                                 |
| Breakout discussion | Pairs rehearse the relationship and defend the difference.                                           |
| Oral response       | Students say the sentence before typing it.                                                          |
| Submission          | Collect a color-coded paragraph and a short R1/R2/R3 conclusion.                                     |
| Accessibility       | Provide oral response, speech-to-text, enlarged text, visual cues, and home-language planning notes. |

**Teacher Reflection****85. Teacher Reflection (This Module)**

Fill this in after teaching the module. Write directly on the page.

|                                                                 |  |
|-----------------------------------------------------------------|--|
| <b>What worked so well that I want to keep it</b>               |  |
| <b>What I would change next time</b>                            |  |
| <b>My favorite moment this module</b>                           |  |
| <b>A student who surprised me, and how</b>                      |  |
| <b>Did the pacing fit? Where did we need more or less time?</b> |  |
| <b>Students to pull for a quick small group next</b>            |  |
| <b>One standard worth a second pass</b>                         |  |
| <b>One idea to make this module even better next year</b>       |  |
| <b>Open notes</b>                                               |  |