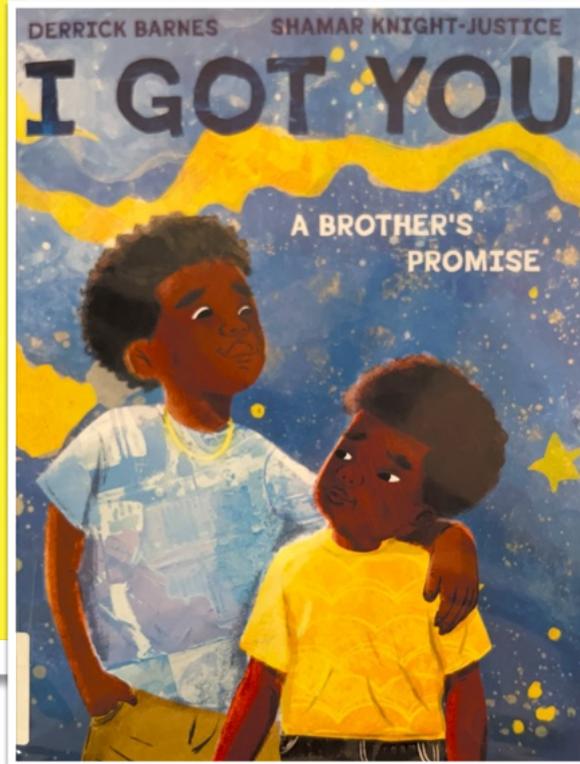
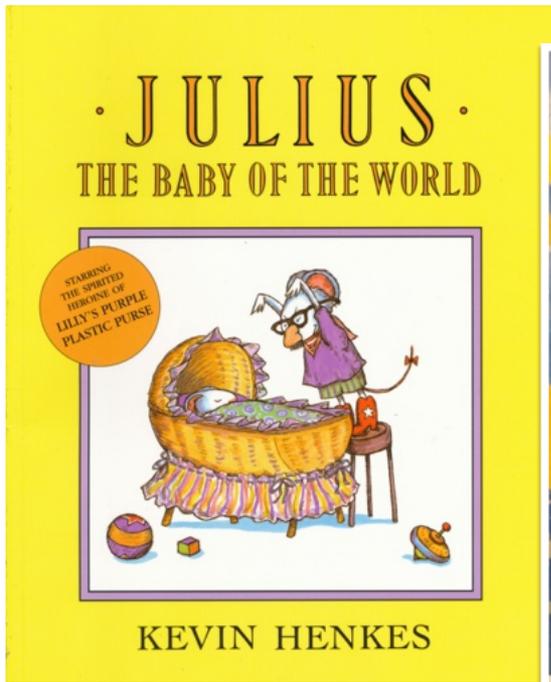


Paired Text & Essential Strategies
Marrying culturally relevant and culturally neutral text.



A Character can be...

Essential Strategies
Characterization

Characterization, Character Person

Intentional Increasingly Complex Characterization Questioning Within and Across State's Standards and Bloom's Taxonomy.



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312.607.8668 , debraevans@yahoo.com.
essentialstrategiesedu.com

Analyzing paired texts is deeply grounded in the science of reading and fosters the development of a 21st century global college and career ready graduate.

Paired texts are two or more readings—such as articles, stories, or poems—linked by a common theme, topic, or literary element.

Paired texts are designed to push students beyond simple recall and into higher-level analytical thinking.

Paired passages asks readers to compare, contrast, and deepen their comprehension by incorporating questioning that require analysis across both texts.

Analyzing paired text build critical thinking, improve reading stamina, and teach comparison skills.

Stretch pairings by pairing fiction with poetry, historical documents with fictional stories, and/or pairing two informational articles with opposing viewpoints.

These combinations teaches one how to move beyond surface-level comprehension toward complex synthesis and critical analysis, including comparing themes, main ideas, character actions, and text structures.



Paired Text

Marrying culturally relevant and culturally neutral text.



First, read
Julius, The Baby of the World.

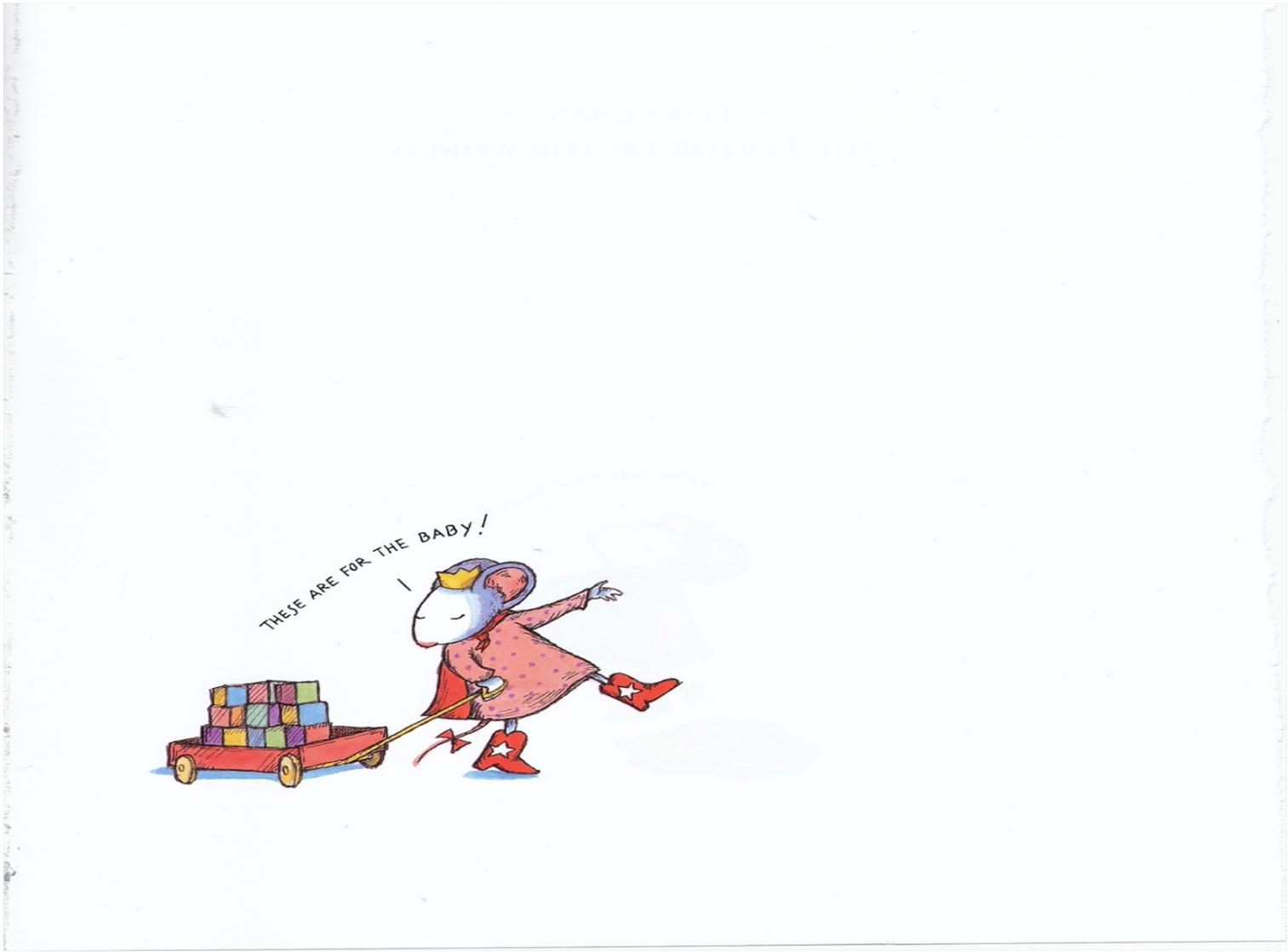
JULIUS

THE BABY OF THE WORLD



KEVIN HENKES

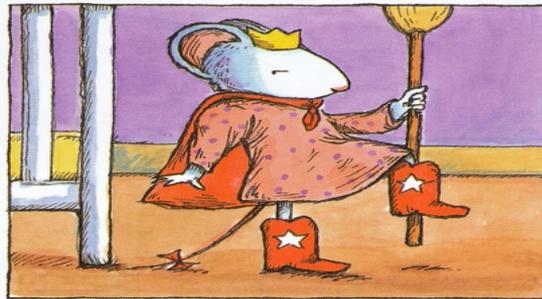






Before Julius was born, Lilly was the best
big sister in the world.
She gave him things.
She told him secrets.
And she sang lullabies to him every night.

After Julius was born, it was a different story.
Lilly took her things back.
She pinched his tail.
And she yelled insulting comments into his crib.



"I am the queen," said Lilly. "And I hate Julius."

But her parents loved him.
They kissed his wet pink nose.
They admired his small black eyes.
And they stroked his sweet white fur.



Lilly thought his wet pink nose was slimy.
She thought his small black eyes were beady.
And she thought his sweet white fur was not so sweet.
Especially when he needed his diaper changed.
“Julius is the baby of the world,” chimed Lilly’s parents.
“Disgusting,” said Lilly.



Lilly had to share her room with Julius.
“After Julius goes away, do I get my room
back?” she asked.
“Julius isn’t going anywhere,” said Lilly’s mother.
And he didn’t.
He stayed and stayed and stayed.





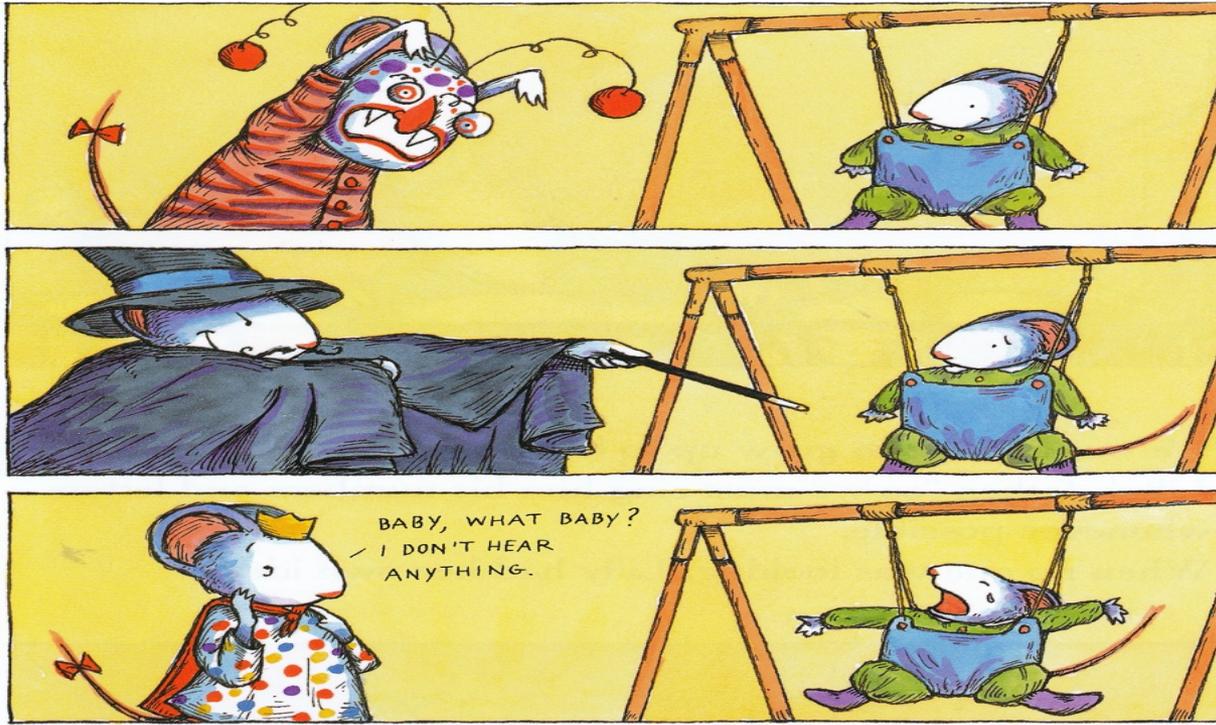
“We want Julius to grow up to be as extraordinary as you,” said Lilly’s mother, “so we must tell him constantly how beautiful he is and how much we love him.”
When no one was looking, Lilly had her own idea.





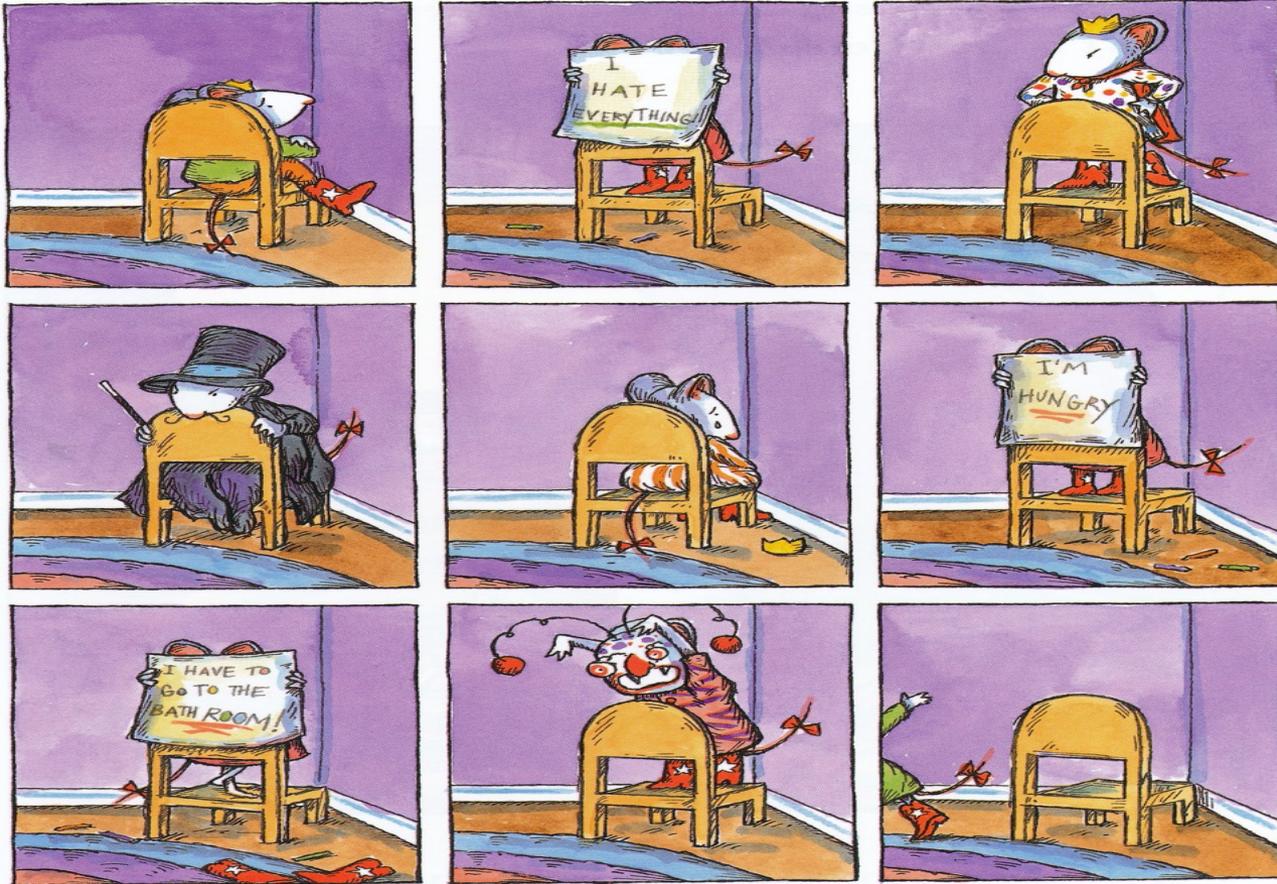
“We want Julius to grow up to be as clever as you,” said Lilly’s father, “so we must sing him his numbers and letters whenever possible.”
 When no one was looking, Lilly had her own idea.





Lilly's parents were more than a bit doubtful about leaving the two of them alone together. Lilly tried to frighten Julius with her nifty disguises. She learned magic and tried to make him disappear. When that didn't work, she simply pretended that he didn't exist.

Lilly spent more time than usual in the uncooperative chair.



Lilly's parents showered her with hugs and kisses and treats of all shapes and sizes. They even let her stay up fifteen minutes later every night. It didn't matter. Nothing worked.



"I am the queen," said Lilly. "And I hate Julius."

But her parents loved him.
They kissed his wet pink nose.
They admired his small black eyes.
And they stroked his sweet white fur.



“Julius is the baby of the world,” chimed Lilly’s parents.
“Disgusting,” said Lilly.



Lilly's parents were amused when Julius blew a bubble.
 "Can you believe it?!" they exclaimed.
 But if Lilly did the exact same thing, they said,
 "Lilly, let's mind our manners, please."



Lilly's parents were dazzled when Julius babbled and gurgled.
 "Such a vocabulary!" they exclaimed.
 But if Lilly did the exact same thing, they said,
 "Lilly, let's act our age, please."



Lilly's parents were amazed when Julius screamed.
"What lung capacity!" they exclaimed.
But if Lilly did the exact same thing, they said,
"Lilly, let's restrain ourselves, please."



One morning, while Lilly was busy playing opera, her mother said, “Why don’t you put some of that verbal exuberance to good use? Why don’t you tell Julius a nice story?”

“He’s too little to understand a story,” said Lilly.

“He can understand it in his own way,” said Lilly’s mother.

“Okay,” said Lilly, smiling.

“JULIUS, THE GERM OF THE WORLD.
BY ME,” said Lilly.
“Once upon a time,” said Lilly, “there was a baby.
His name was Julius.
Julius was really a germ.
Julius was like dust under your bed.
If he was a number, he would be zero.
If he was a food, he would be a raisin.
Zero is nothing.
A raisin tastes like dirt.
The End,” said Lilly.



The story earned her ten minutes in the uncooperative chair.



Lilly warned her friends Chester and Wilson and Victor about babies. "Trust me, they're dreadful," she said.



She warned strangers about babies, too. "You will live to regret that bump under your dress," she said.



Lilly ran away seven times in one morning.
“I’m *really* leaving this time,” she called.
“Who knows where they’ll find me.”



The same afternoon Lilly had a tea party and everyone came.
Everyone but Julius.
“His invitation must have been lost in the mail,” she explained.



Lilly had glorious dreams about Julius.



And ghastly nightmares, too.

Lilly's parents showered her with compliments and praise and niceties of all shapes and sizes. They even let her drink her juice out of the antique china cup. It didn't matter. Nothing worked.



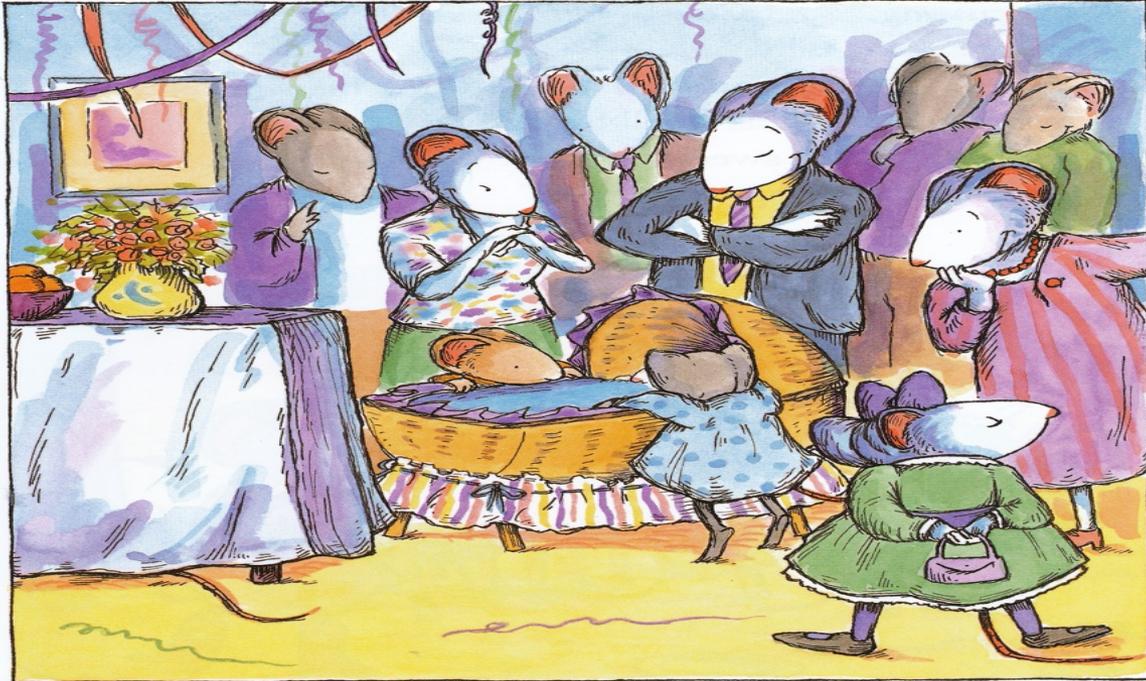
"I am the queen," said Lilly. "And I hate Julius."



“Julius is the baby of the world,” chimed Lilly’s parents.
“Disgusting,” said Lilly.



When Lilly's mother felt up to it, she planned a festive celebration in honor of Julius. All the relatives came. There was quite a spread. "What's the big deal?" said Lilly. "Haven't they all seen a silly lump before?"



Apparently not. All afternoon the relatives hovered
over Julius.

They kissed his wet pink nose.

They admired his small black eyes.

And they stroked his sweet white fur.

“Disgusting,” said Cousin Garland.

“What?” said Lilly.

“Julius,” said Cousin Garland. “I think his wet pink nose is slimy. I think his small black eyes are beady.

And I think his sweet white fur is not so sweet.

He needs his diaper changed.”



Lilly's nose twitched.
Her eyes narrowed.
Her fur stood on end.
And her tail quivered.



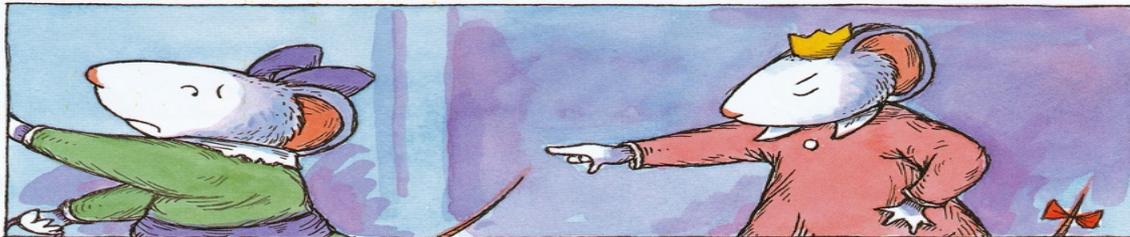
“You’re talking about my brother,” said Lilly.
“And for your information, his nose is shiny,
his eyes are sparkly, and his fur smells like perfume.”

Cousin Garland was speechless.

“He can blow bubbles,” continued Lilly. “He can babble
and gurgle. And he can scream better than anyone.”

Cousin Garland tried to slink out of the room.

“Stop!” said Lilly. “I am the queen. Watch me closely.”





Lilly picked up Julius.
She kissed his wet pink nose.
She admired his small black eyes.
And she stroked his sweet white fur.



“Your turn,” said Lilly, handing Julius over to Cousin Garland.
“Kiss! Admire! Stroke!” Lilly commanded.



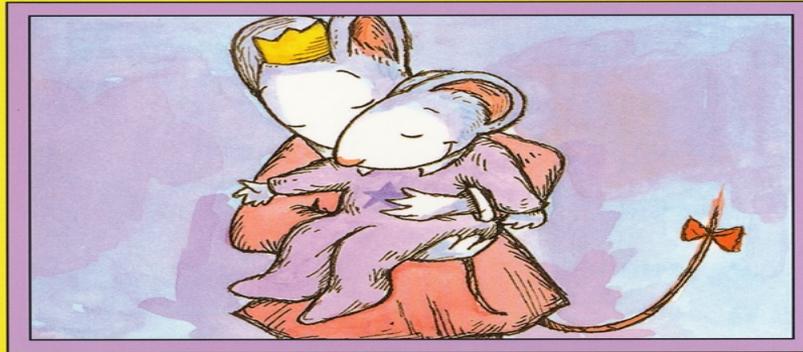
“Now repeat after me,” said Lilly. “Julius is the baby of the world.”
“Julius is the baby of the world,” said Cousin Garland.
“Louder!” said Lilly.
“JULIUS IS THE BABY OF THE WORLD!”



And from then on, he was. In everyone's opinion.
Especially in Lilly's.

“Julius is the baby of the world,”
chimed Lilly’s parents.
“Disgusting,” said Lilly.

Lilly doesn’t understand what’s so great about her smelly, beady-eyed germ of a baby brother. “If he was a number, he would be zero,” she says. But when Lilly hears Cousin Garland say bad things about him, she has a change of heart—and Julius goes from a complete zero to number one in Lilly’s opinion.



“Riotously funny.” — *The Horn Book* (starred review)

“A reassuring, funny book for all young children
who suffer from new-sibling syndrome.”

— *School Library Journal* (starred review)

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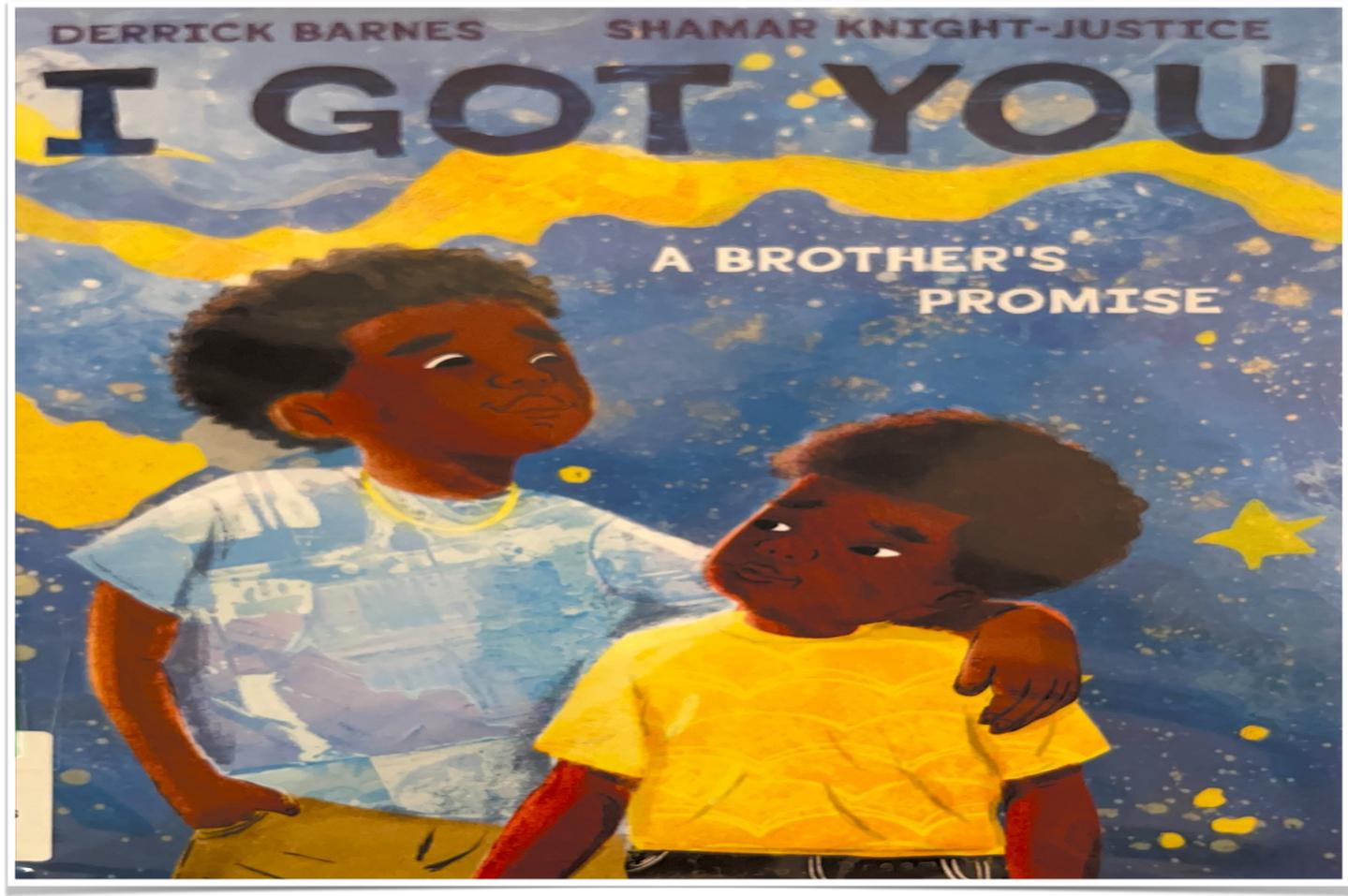


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I GOT YOU

A BROTHER'S
PROMISE



DERRICK BARNES - SHAMAR KNIGHT-JUSTICE

 Nancy Paulsen Books



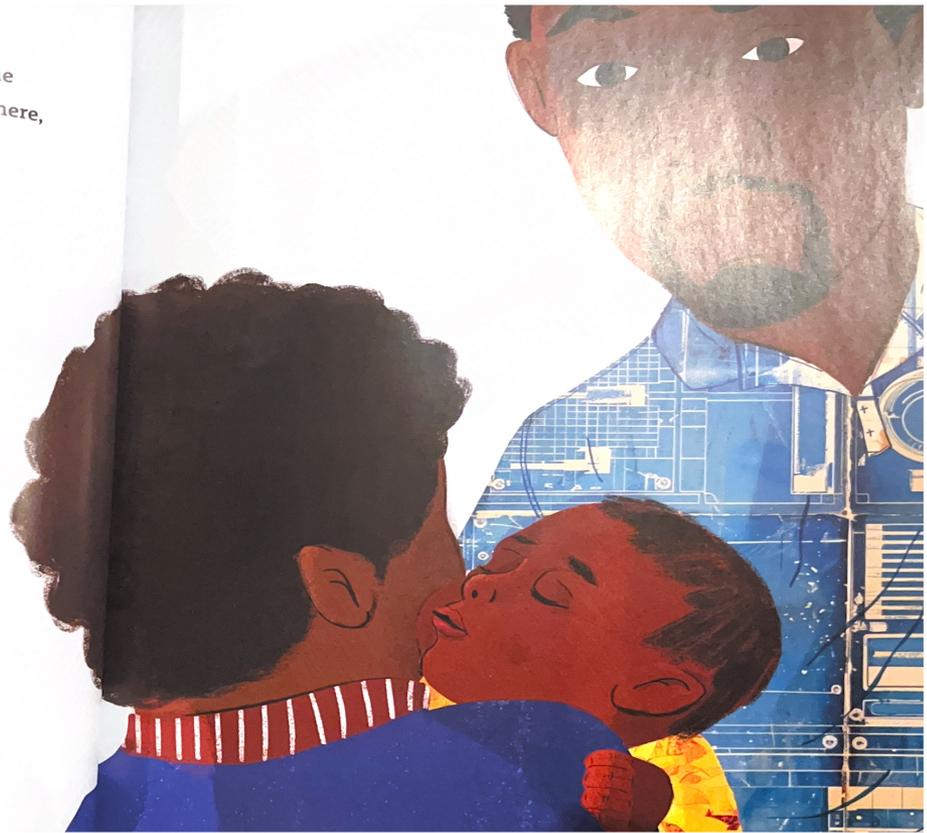


T rue story:
The first person that I remember seeing
the very first time I opened my eyes
was my big brother, Anthony.

His electric smile welcomed me. His long arms stretched out wide to pull me into the family. "I got him, Momma," Anthony said. "I'll be careful. I promise. He's my little brother."



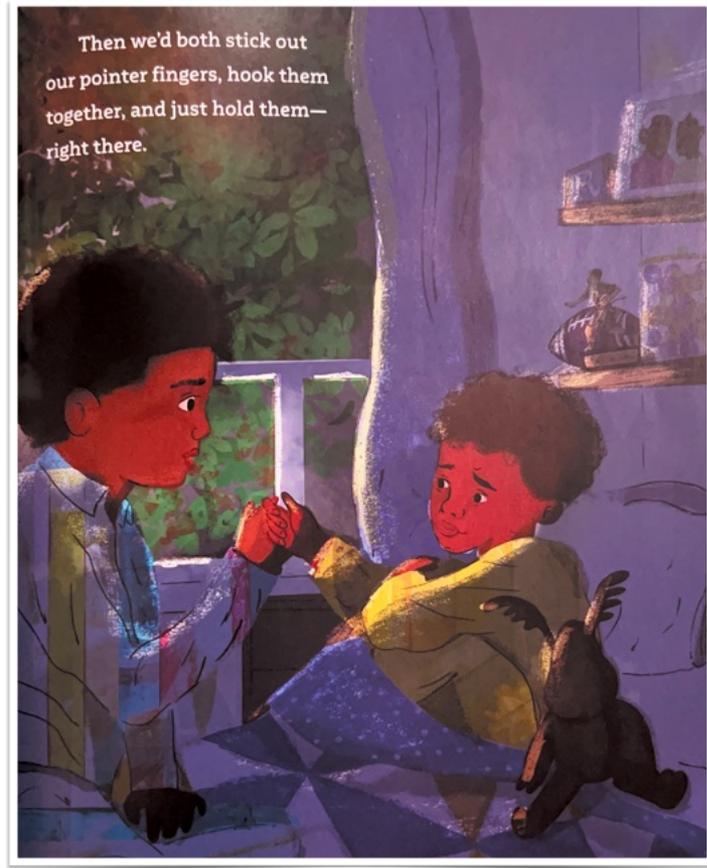
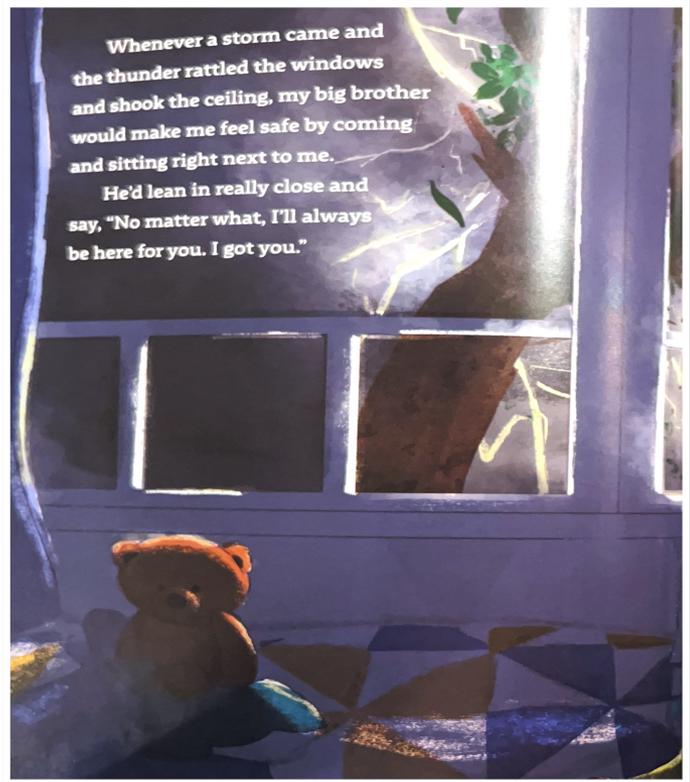
After Momma fed me, Daddy would put me
over Anthony's shoulder to burp me. "There, there,
baby bro. I got you," he told me.

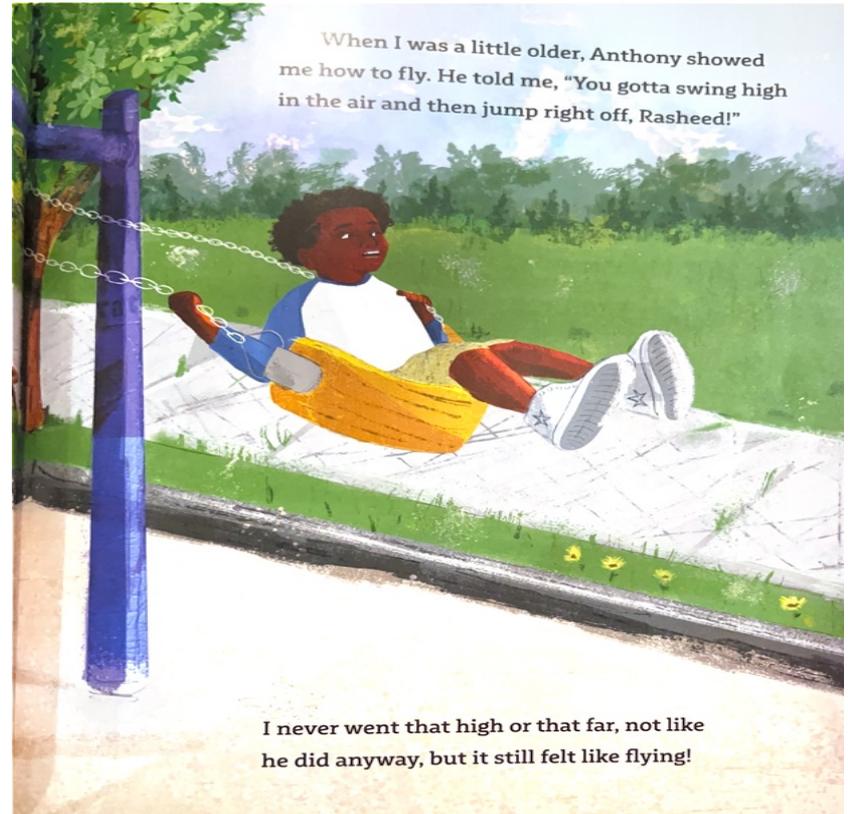
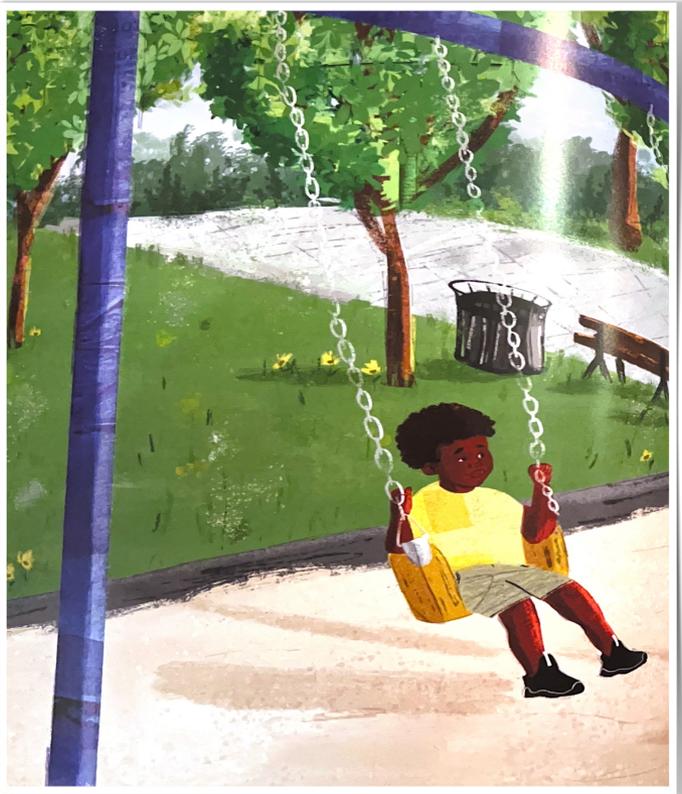


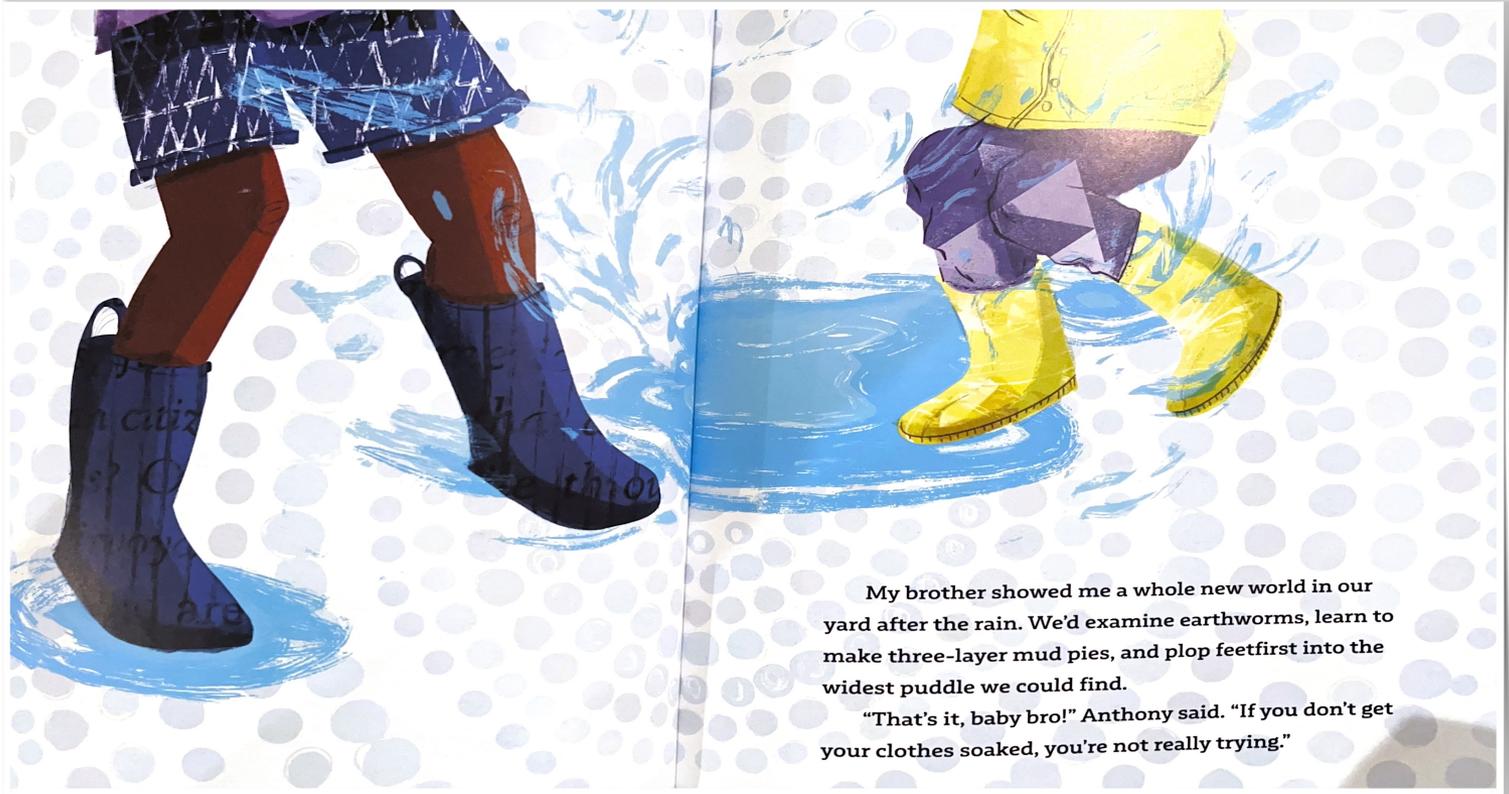
When I got a bit bigger, Anthony showed me how to stack up a wall of blocks and, with one powerful strike, how to bring it all crashing down. He told me, "Go ahead, bro, you try. Give it a good WHOP!!! Yeah! Now let's build it up again."



Anthony always took his time with me. I could tell it made him feel good to teach me about the little things, the big things, everything.







My brother showed me a whole new world in our yard after the rain. We'd examine earthworms, learn to make three-layer mud pies, and plop feetfirst into the widest puddle we could find.

"That's it, baby bro!" Anthony said. "If you don't get your clothes soaked, you're not really trying."

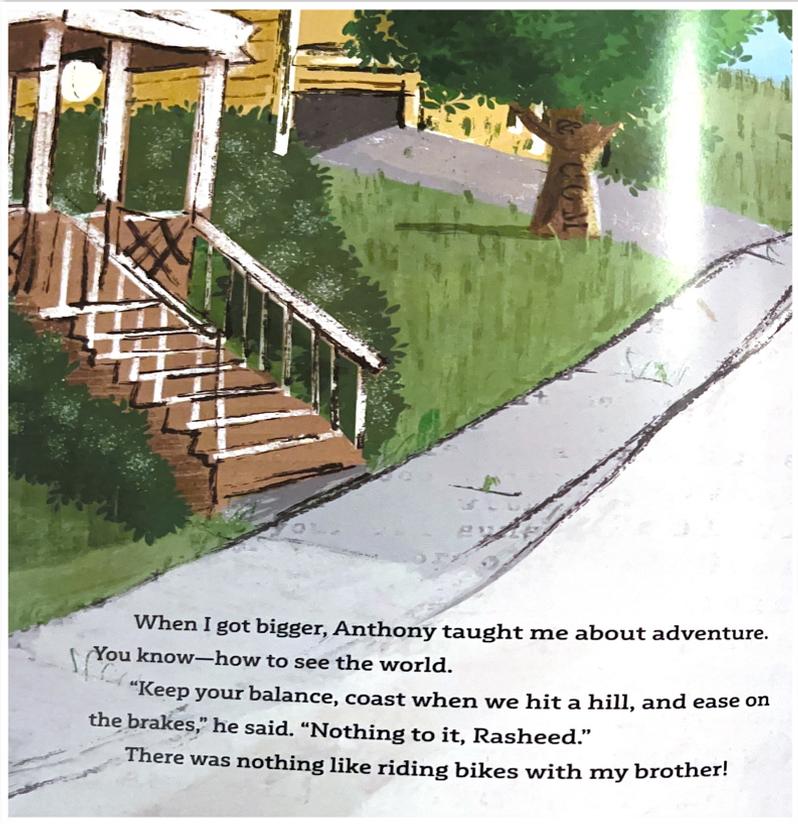
Anthony showed me how to do things right.
After a few tries, I could button up the nice white
shirt that Momma would lay out for church.



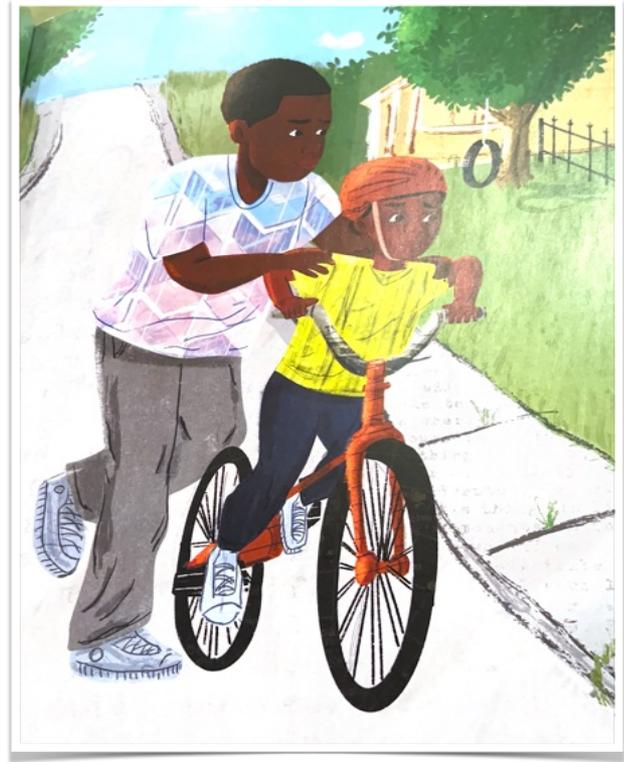
Then we tried on a bit of spray that was
"All you gotta do is spray that in the air, then
walk into the cloud," Anthony told me.



Anthony showed me how to do things right. After a few tries, I could button up the nice white shirt that Momma would lay out for church. Then we tried on a bit of spray. As seen on TV. 'All you gotta do is spray it in the air and walk into the cloud,' Anthony told me."

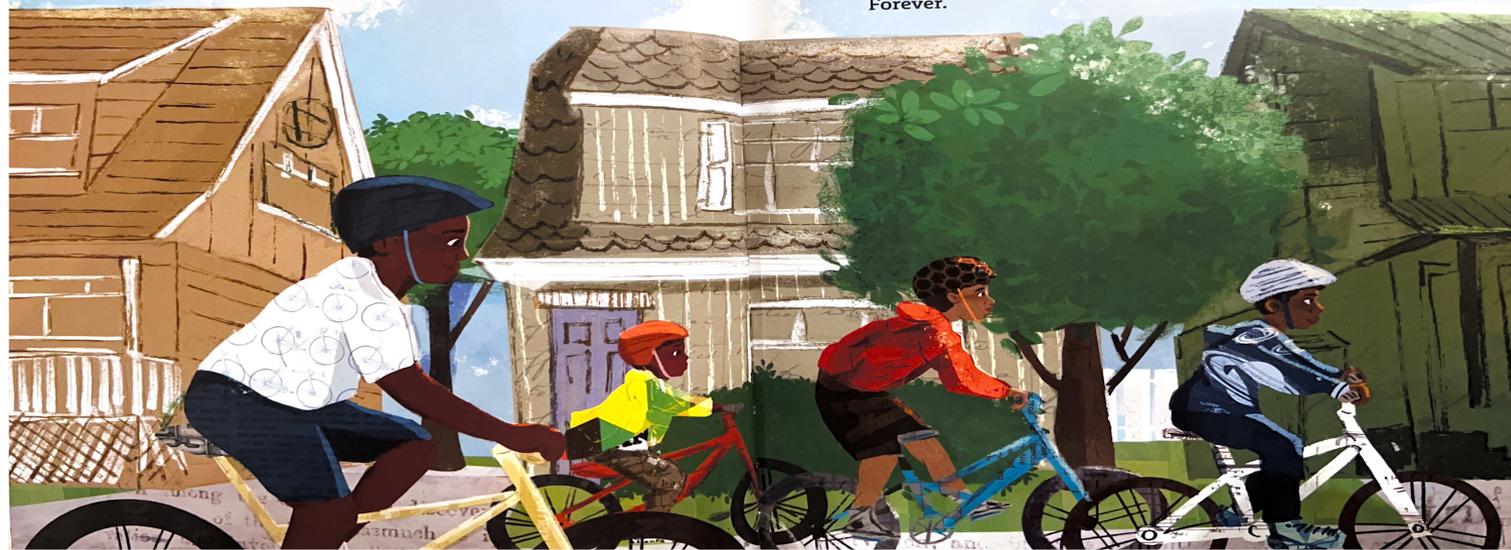


When I got bigger, Anthony taught me about adventure.
You know—how to see the world.
“Keep your balance, coast when we hit a hill, and ease on
the brakes,” he said. “Nothing to it, Rasheed.”
There was nothing like riding bikes with my brother!

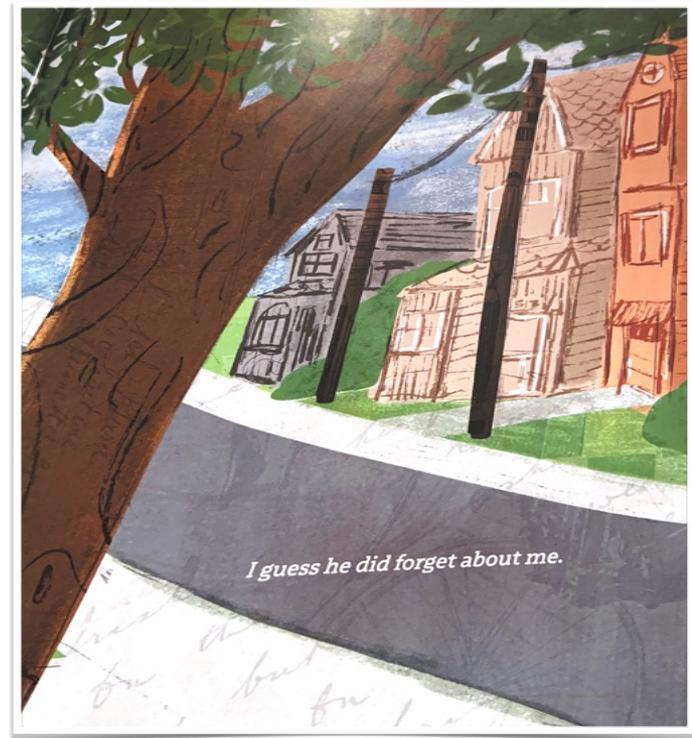
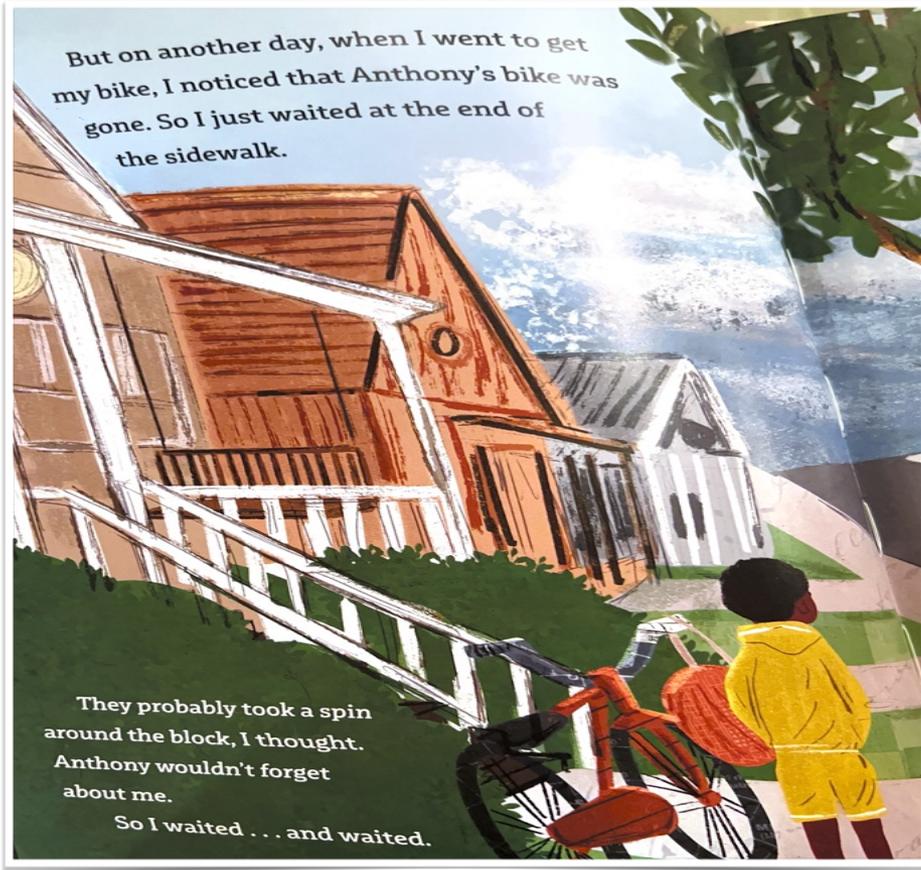


And nothing like riding with his friends too.
You bet I was happy when Anthony said,
"Hey, I'm going for a ride with Jazz and Bobby.
Wanna come?"

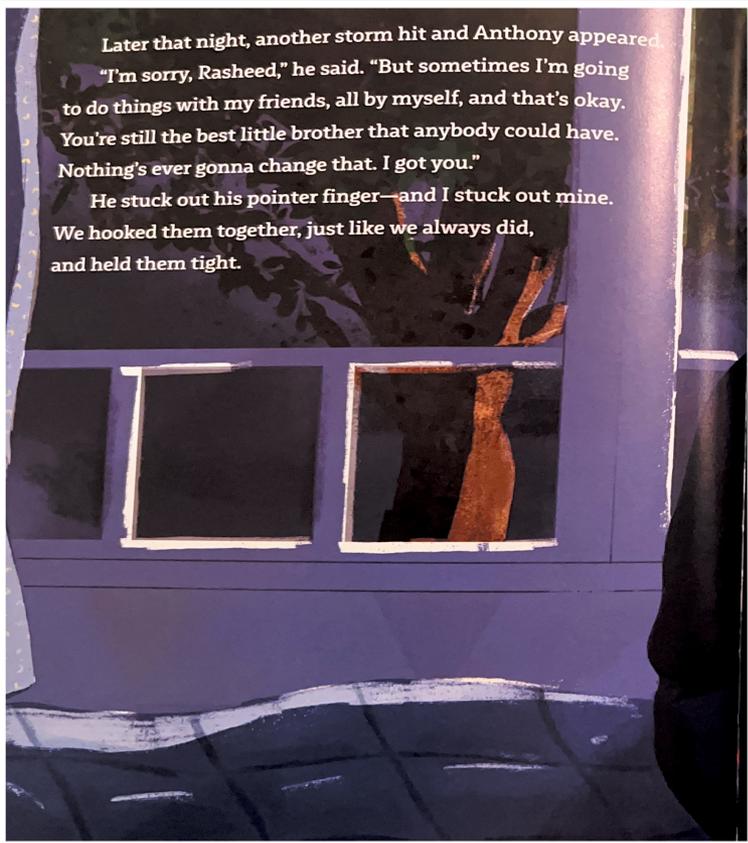
Soon we were blazing down the hill all the way
to Shorter Park and then down that deep hill on Roseberry Street.
I went faster than I ever thought I could. I wanted to ride with
Anthony and his friends every day.
Forever.



And nothing like riding with his friends too. You bet I was happy when Anthony said, 'Hey, I'm going for a ride with Jazz and Bobby. Wanna come?' Soon we were blazing down the hill, all the way to Shorter Park and then down that deep hill on Roseberry Street. I went faster than I ever thought I could. I wanted to ride with Anthony and his friends every day. Forever.



Later that night, another storm hit and Anthony appeared.
"I'm sorry, Rasheed," he said. "But sometimes I'm going
to do things with my friends, all by myself, and that's okay.
You're still the best little brother that anybody could have.
Nothing's ever gonna change that. I got you."
He stuck out his pointer finger—and I stuck out mine.
We hooked them together, just like we always did,
and held them tight.



After that, he'd let me ride with him
and the "big dogs" at least twice a week.

Then one morning, Momma and Daddy
gave us some really big news that changed
all of our lives.



“Well, boys . . . it looks like the both of you
are going to be big brothers.”



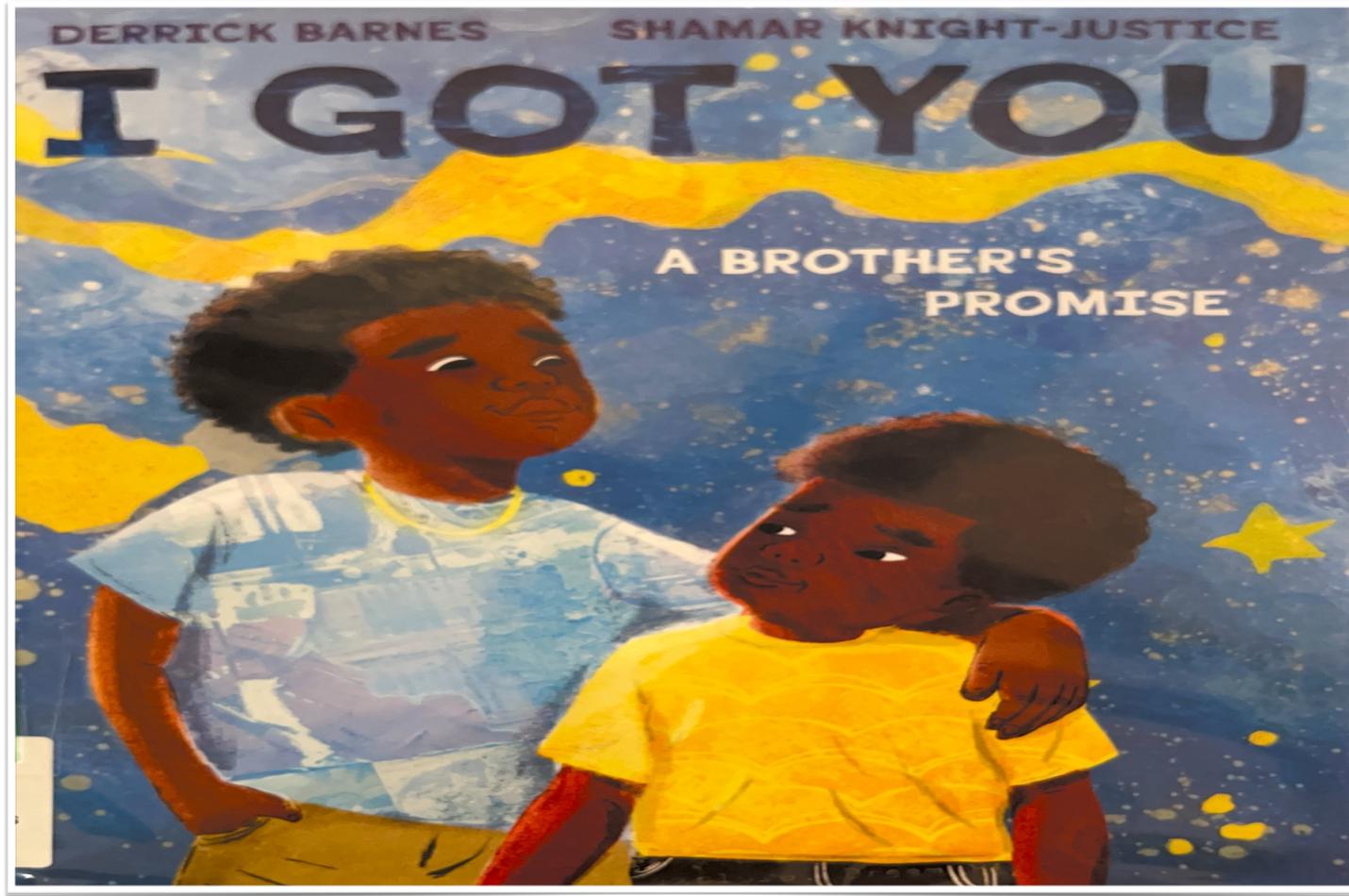
I can still remember that first day we met
our new brother. Daddy asked Anthony if he
wanted to hold him.

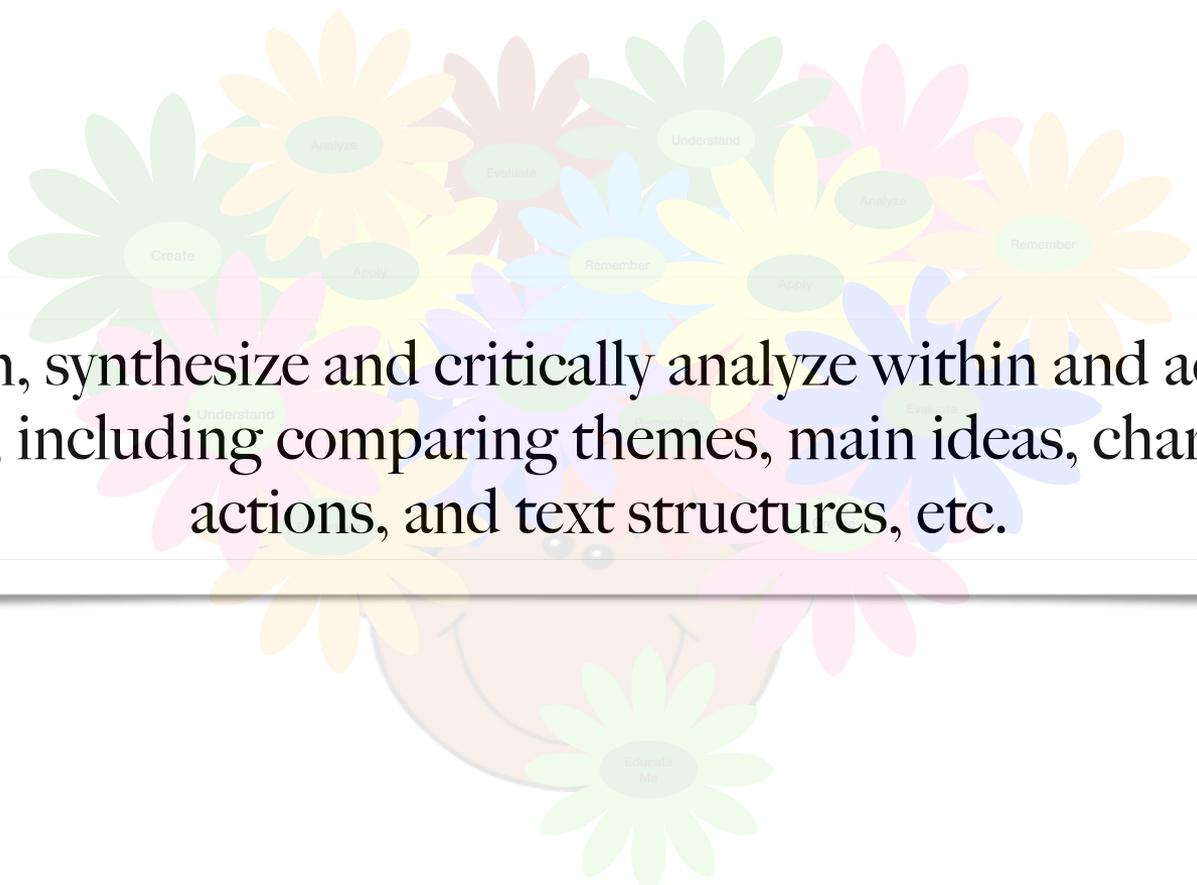
"You know what, Daddy?" Anthony said.
"I think Rasheed can do it."



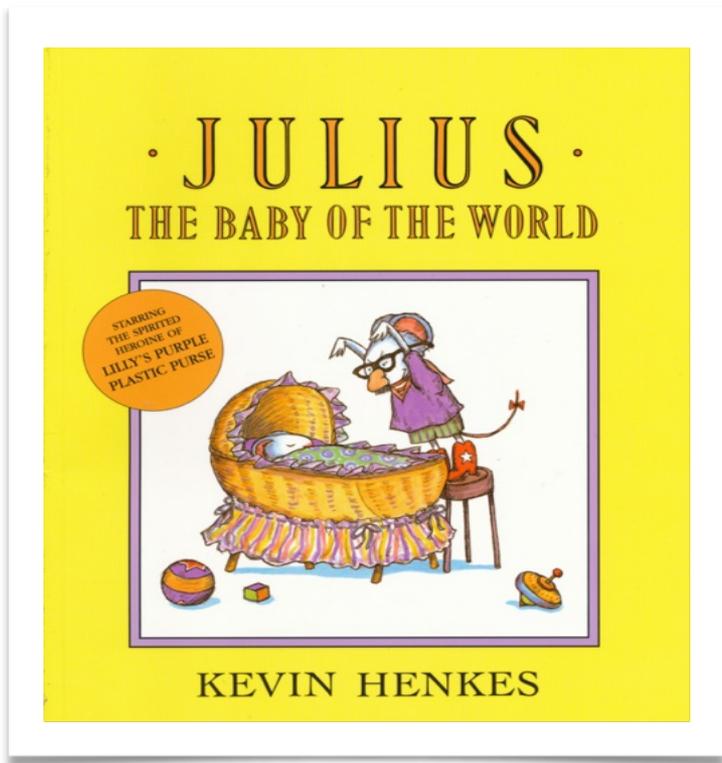
"I'll be careful. I promise,"
I told my daddy.
"You're my little brother," I said
as I held him close. "I got you."
Always will.

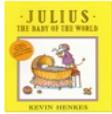
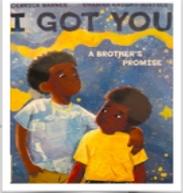






Then, synthesize and critically analyze within and across texts, including comparing themes, main ideas, character actions, and text structures, etc.





After Julius was born, it was a different story.
 Lilly took her things back.
 She pinched his tail.
 And she yelled insulting comments into his crib.



"I am the queen," said Lilly. "And I hate Julius."



True story:

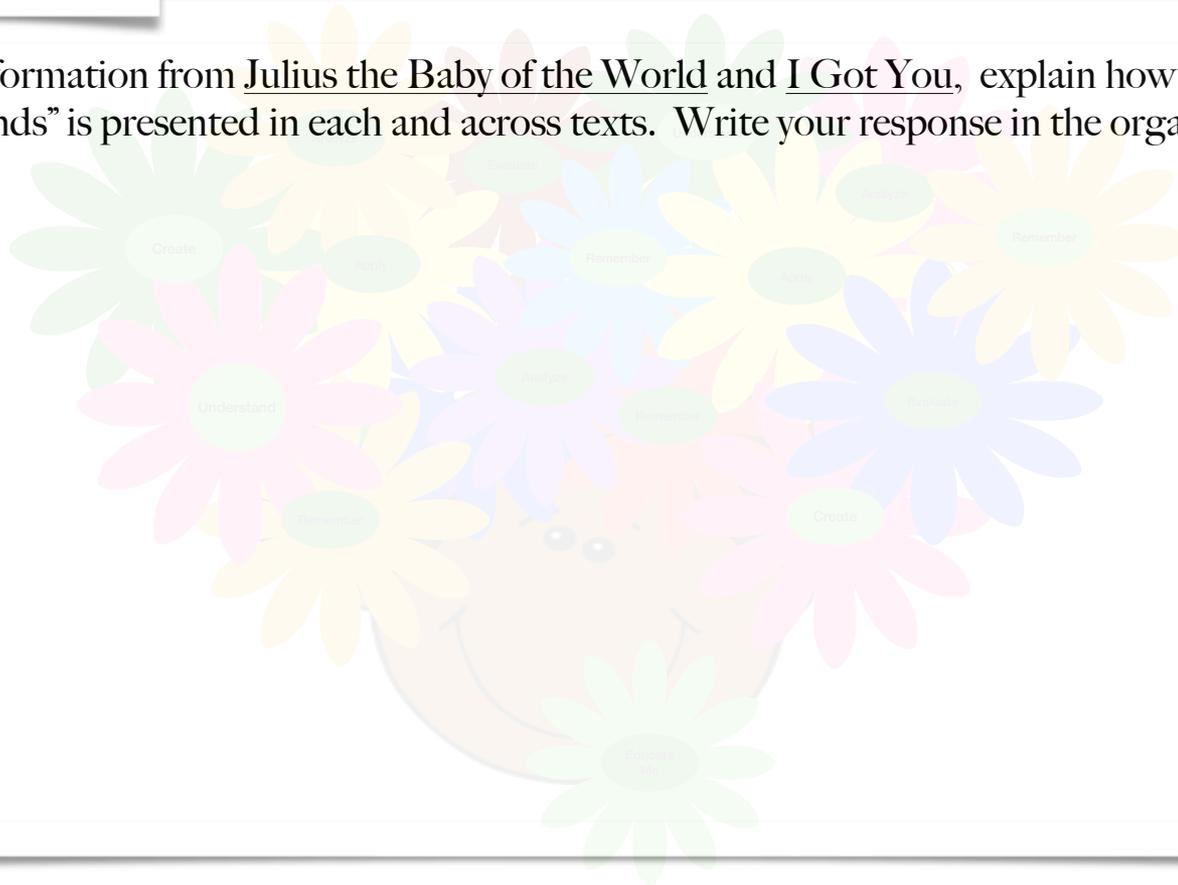
The first person that I remember seeing
 the very first time I opened my eyes
 was my big brother, Anthony.

True story.
 The first person that
 I remember seeing
 the very first time
 I opened my eyes
 was my big
 brother, Anthony.

Use the information on page 60 to answer the following:

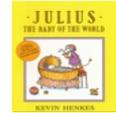
Tier One Questioning

Using information from Julius the Baby of the World and I Got You, explain how the idea of “sibling bonds” is presented in each and across texts. Write your response in the organizer below.



Use the information on page 60 to answer the following:

Making Tier One Questioning Accessible



After Julius is born, Lilly treats him _____.
(Characterization)

Lilly's behavior toward Julius can be characterized as _____
(Characterization)

because she _____

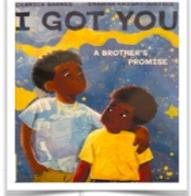
(Analysis)

This a _____ bond. This is a _____.
(Characterization) (Characterization)

relationship. The author portrays Lilly's and Julius' sibling bond _____.
(Positively or Negatively)

Use the information on page 60 to answer the following:

Making Tier One Questioning Accessible



After Anthony's brother is born, Anthony treats him _____.
(Characerization)

Anthony's behavior toward his brother can be chaacterized as _____.
(Characerization)

because he _____.

(Analysis)

This a _____ bond. This is a _____
(Characerization) Characerization)

relationship. The author portrays Anthony's and his brother's sibling bond _____.
(Positively or Negatively)

Use the information on this page to help you answer pages 66, 67, and 68.

“I Got You”.

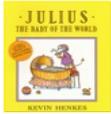
In the Black community, particularly within African American Vernacular English (AAVE), the phrase "I got you" (often pronounced "I gotchu") is a phrase of endearment and a powerful expression of solidarity, reliability, and communal support.

Depending on the context, it carries several distinct meanings:

1. **Unwavering Support:** It functions as a shortened version of "I've got your back". It signals a commitment to stand by someone and protect them, whether emotionally or physically, during difficult times.
2. **Handling a Situation:** It indicates that the speaker is taking responsibility for a task or problem on your behalf. For example, if someone is short on cash, saying "I got you" means "I will pay for you".
3. **Deep Understanding:** It confirms that the speaker fully hears and comprehends what you are saying. In this sense, it serves as a form of "active listening" that validates the other person's perspective.
4. **Social Endearment:** When paired with terms like "fam," it reinforces a sense of shared culture and belonging, signaling that the listener is viewed as family or a close ally.

The phrase embodies a cultural value of collectivism and community bonding, where looking out for one another is a foundational expectation.

Closely read the paired text to help you answer pages 66, 67, and 68.



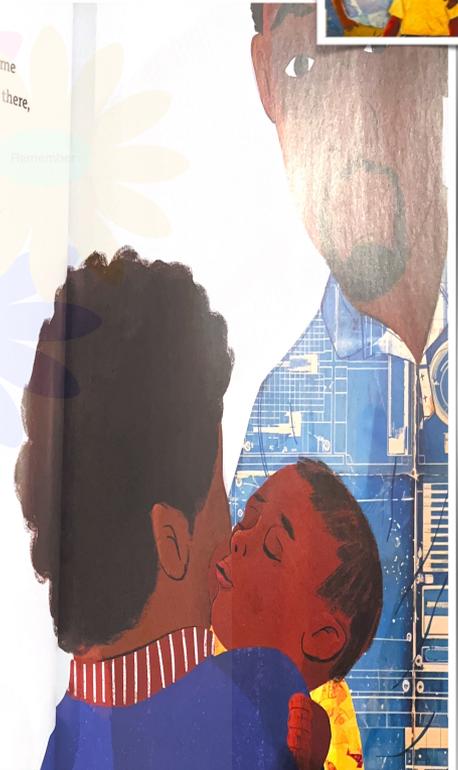
"We want Julius to grow up to be as extraordinary as you," said Lilly's mother, "so we must tell him constantly how beautiful he is and how much we love him." When no one was looking, Lilly had her own idea.



"We want Julius to grow up to be as clever as you," said Lilly's father, "so we must sing him his numbers and letters whenever possible." When no one was looking, Lilly had her own idea.



After Momma fed me, Daddy would put me over Anthony's shoulder to burp me. "There, there, baby bro. I got you," he told me.



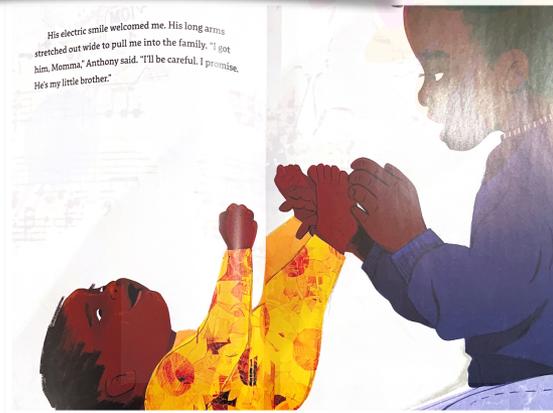
Tier One Questioning

Closely read the paired text.

Use the information on page 64, 65, and this page to identify examples and nonexamples of “I got you”. After each example or nonexample explain how and why it does or not show “I got you”. Write your response in the organizer below.

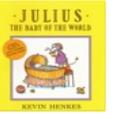


Lilly had to share her room with Julius.
“After Julius goes away, do I get my room back?” she asked.
“Julius isn’t going anywhere,” said Lilly’s mother.
And he didn’t.
He stayed and stayed and stayed.



His electric smile welcomed me. His long arms stretched out wide to pull me into the family. “I got him, Momma,” Anthony said. “I’ll be careful, I promise. He’s my little brother.”

Making Tier One Questioning Accessible



The phrase “I got you” means

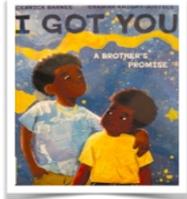
Lilly _____ “I got you” by _____
(demonstrates or does not demonstrate)

This evidence _____ show “I got you” because _____
(does or does not)
(textual evidence)

Lilly can be characterized as _____
(characterization)

The author portrays Lilly _____
(characerization)

This is a _____ portrayal.
(positive or negative)



Making Tier One Questioning Accessible

The phrase “I got you” means

Anthony _____ “I got you” by

(demonstrates or does not demonstrate)

(textual evidence)

This evidence _____ show “I got you” because _____

(does or does not)

(analysis)

Anthony can be characterized as _____.

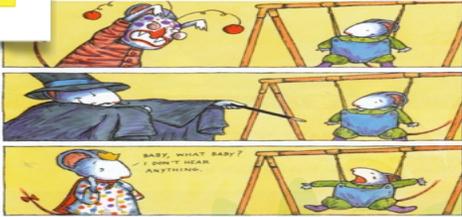
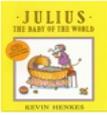
(characterization)

The author portrays Anthony _____.

(characerization)

This is a _____ portrayal.

(positive or negative)



Lilly's parents were more than a bit doubtful about leaving the two of them alone together. Lilly tried to frighten Julius with her nifty disguises. She learned magic and tried to make him disappear. When that didn't work, she simply pretended that he didn't exist.

Create

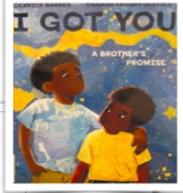
Lilly's parents showered her with hugs and kisses and treats of all shapes and sizes. They even let her stay up fifteen minutes later every night. It didn't matter. Nothing worked.



"I am the queen," said Lilly. "And I hate Julius."



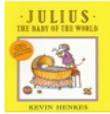
One morning, while Lilly was busy playing opera, her mother said, "Why don't you put some of that verbal exuberance to good use? Why don't you tell Julius a nice story?" "He's too little to understand a story," said Lilly. "He can understand it in his own way," said Lilly's mother. "Okay," said Lilly, smiling.



When I got a bit bigger, Anthony showed me how to stack up a wall of blocks and, with one powerful strike, how to bring it all crashing down. He told me, "Go ahead, bro, you try. Give it a good WHOOP!!! Yeah! Now let's build it up again."

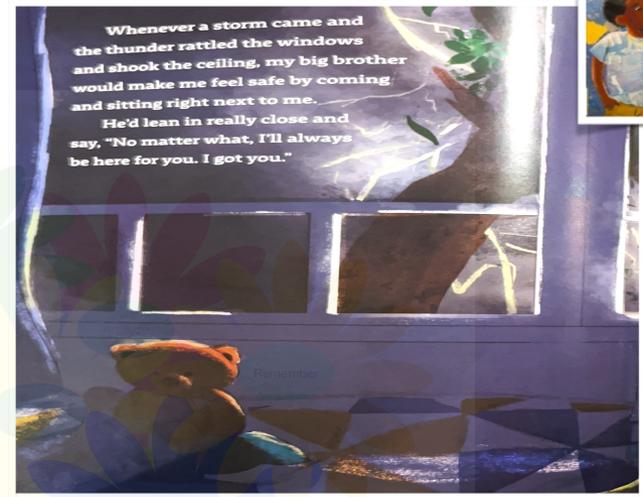
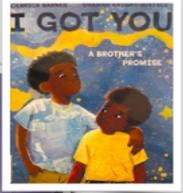


Anthony always took his time with me. I could tell it made him feel good to teach me about the little things, the big things, everything.

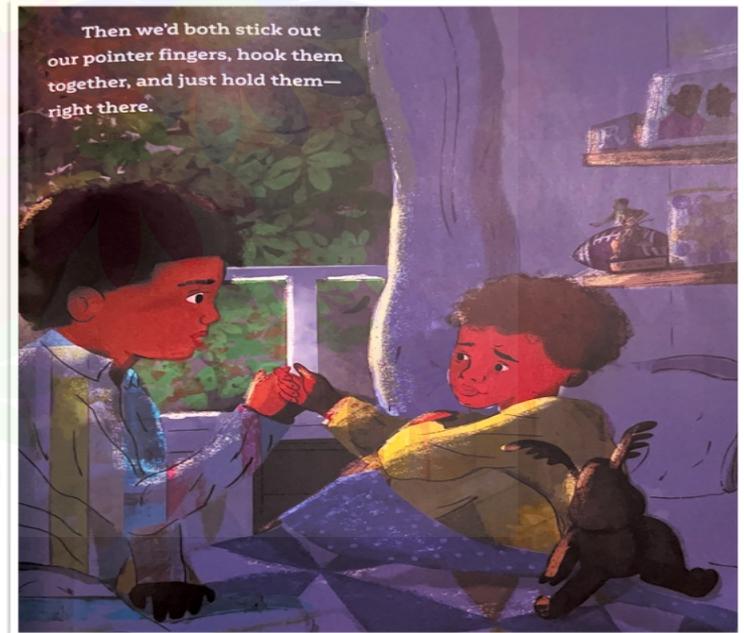


BABY, WHAT BABY?
I DON'T HEAR
ANYTHING.

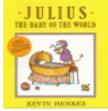
Lilly's parents were more than a bit doubtful about leaving the two of them alone together. Lilly tried to frighten Julius with her nifty disguises. She learned magic and tried to make him disappear. When that didn't work, she simply pretended that he didn't exist.



Whenever a storm came and the thunder rattled the windows and shook the ceiling, my big brother would make me feel safe by coming and sitting right next to me. He'd lean in really close and say, "No matter what, I'll always be here for you. I got you."



Then we'd both stick out our pointer fingers, hook them together, and just hold them—right there.



But her parents loved him.
They kissed his wet pink nose.
They admired his small black eyes.
And they stroked his sweet white fur.



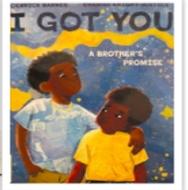
Lilly thought his wet pink nose was slimy.
She thought his small black eyes were bossy.
And she thought his sweet white fur was not so sweet.
Especially when he needed his diaper changed.
"Julius is the baby of the world," chimed Lilly's parents.
"Disgusting," said Lilly.

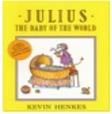


"We want Julius to grow up to be as extraordinary as you," said Lilly's mother, "so we must tell him constantly how beautiful he is and how much we love him."
When no one was looking, Lilly had her own idea.

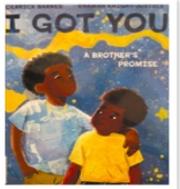


"We want Julius to grow up to be as clever as you," said Lilly's father, "so we must sing him his numbers and letters whenever possible."
When no one was looking, Lilly had her own idea.





"Julius is the baby of the world," chimed Lilly's parents.
"Disgusting," said Lilly.



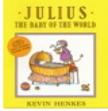
"Well, boys . . . it looks like the both of you
are going to be big brothers."



Tier One Questioning

Closely analyze the text and illustrations on pages 71 and 72.
Using information from the text, illustrations and your understanding characterize the relationships within and across each text. Include how the characters' actions and behaviors contribute to how the relationship is portrayed.





But her parents loved him.
They kissed his wet pink nose.
They admired his small black eyes.
And they stroked his sweet white fur.



Lilly thought his wet pink nose was slimy.
She thought his small black eyes were bossy.
And she thought his sweet white fur was not so sweet.
Especially when he needed his diaper changed.
"Julius is the baby of the world," chimed Lilly's parents.
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"We want Julius to grow up to be as extraordinary as you," said Lilly's mother, "so we must tell him constantly how beautiful he is and how much we love him."
When no one was looking, Lilly had her own idea.

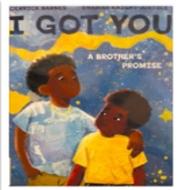


"We want Julius to grow up to be as clever as you," said Lilly's father, "so we must sing him his numbers and letters whenever possible."
When no one was looking, Lilly had her own idea.



Tier One Questioning

Closely read the text to the left.
Explain how the author develops Lilly's
parents over the course of the text.



Tier One Questioning

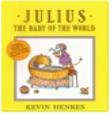
Closely read the text to the left.
Explain how the author develops Anthony's parents over the course of the text.



"Well, boys . . . it looks like the both of you are going to be big brothers."



Making Tier One Questioning Accessible



Revisit page 74.

Lilly's parents treat Julius _____.
(Characterization)

Lilly's parents actions and behaviors show _____.
(Characterization)

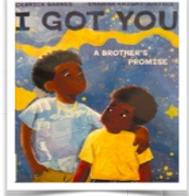
Lilly's parents show _____ by _____.
(Characterization)

(Connotations)

Lilly's parents can be characterized as _____.
(Characterization)

The author portrays Lilly's parents _____.
(Positively or Negatively)

Making Tier One Questioning Accessible



Revisit page 75.

Anthony's parents treat him and his brother _____.
(Characterization)

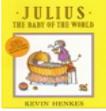
Anthony's parents actions and behaviors show _____,
(Characterization)

Anthony's mom and dad show _____ by
(Characterization)

_____.
(Connotations)

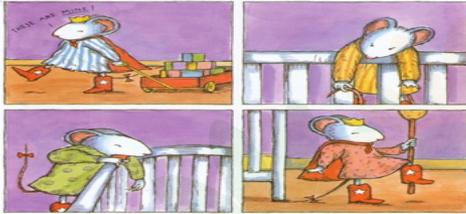
Anthony's parents can be characterized as _____.
(Characterization)

The author portrays Anthony's parents _____.
(Positively or Negatively)



Tier One Questioning

After Julius was born, it was a different story. Lilly took her things back. She pinched his tail. And she yelled insulting comments into his crib.



"I am the queen," said Lilly. "And I hate Julius."



"We want Julius to grow up to be as extraordinary as you," said Lilly's mother, "so we must tell him constantly how beautiful he is and how much we love him." When no one was looking, Lilly had her own idea.

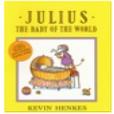


"We want Julius to grow up to be as clever as you," said Lilly's father, "so we must sing him his numbers and letters whenever possible." When no one was looking, Lilly had her own idea.



Closely read the text to the left. Explain how the author develops Lilly over the course of the text.

Making Tier One Questioning Accessible



Revist the text on page 78.

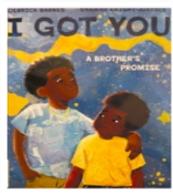
Over the course of the text, Lilly can be characterized as _____.
(Characterization)

On the first page, Lilly demonstrates _____ by _____.
(Characterization)

On the second and third pages Lilly shows she is _____ by _____.
(Characterization)

On the fourth page Lilly exemplifies _____.
(Characterization)

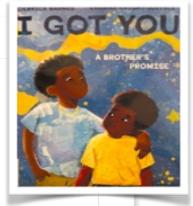
The author portrays Lilly _____.
(Positively or Negatively)



Tier One Questioning

Closely read the text to the left.
Explain how the author develop Anthony over
the course of the text.





Revisit the text on page 80.

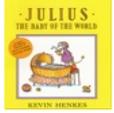
Over the course of the text, Anthony can be characterized as _____.
(Characterization)

On the first page, Anthony demonstrates _____ by _____.
(Characterization)

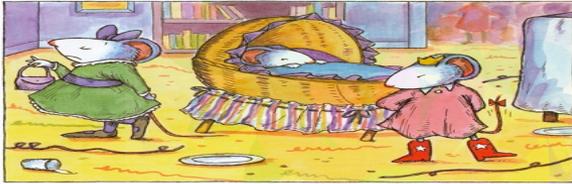
On the second page Anthony shows he is _____ by _____.
(Characterization)

On the third and fourth pages Anthony exemplifies _____ by _____.
(Characterization)

The author portrays Anthony _____.
(Positively or Negatively)



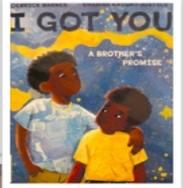
"Disgusting," said Cousin Garland.
"What?" said Lilly.
"Julius," said Cousin Garland. "I think his wet pink nose is slimy. I think his small black eyes are beady. And I think his sweet white fur is not so sweet. He needs his diaper changed."



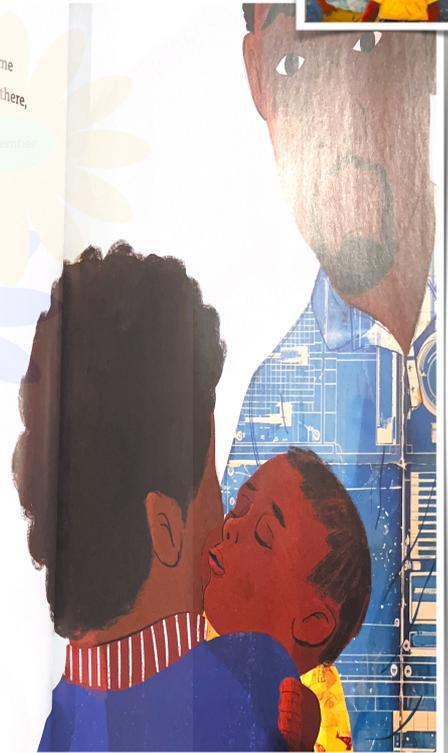
Lilly's nose twitched.
Her eyes narrowed.
Her fur stood on end.
And her tail quivered.



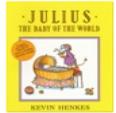
"You're talking about my brother," said Lilly.
"And for your information, his nose is shiny, his eyes are sparkly, and his fur smells like perfume."
Cousin Garland was speechless.
"He can blow bubbles," continued Lilly. "He can babble and gurgle. And he can scream better than anyone."
Cousin Garland tried to slink out of the room.
"Stop!" said Lilly. "I am the queen. Watch me closely."



After Momma fed me, Daddy would put me over Anthony's shoulder to burp me. "There, there, baby bro. I got you," he told me.



Tier One Questioning

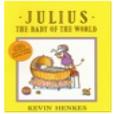


Revisit the text on page 82.

How does Lilly finally demonstrate “I got you”? Select three sentences that exemplify “I got you”.
Write the textual evidence in the order it is written within the text.



Making Tier One Questioning Accessible



Revisit the text on 82.

The phrase “I got you” means _____.

As the text begins to conclude Lilly changes and demonstrates “I got you” by first, _____

Then Lilly _____

After that, she _____.

At this point in the text Lilly can be characterized as _____ because
(Characterization)

The author portrays Lilly’s character change _____.
(Positively or Negatively)

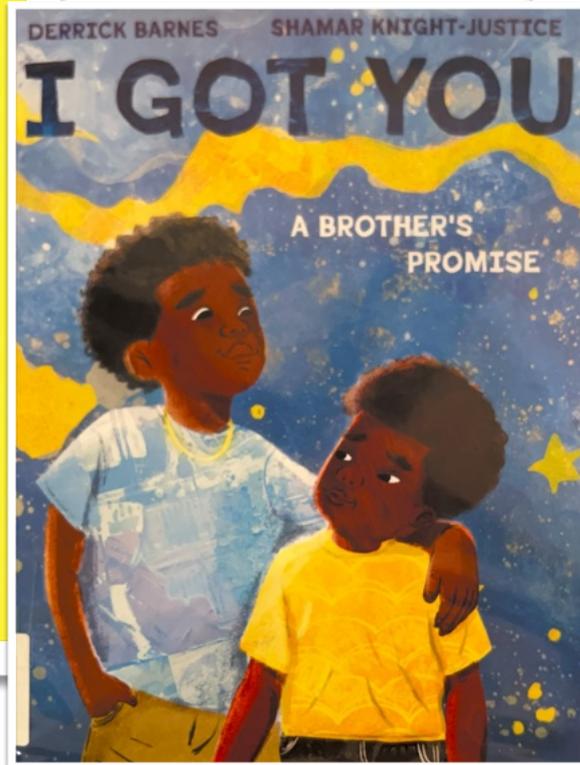
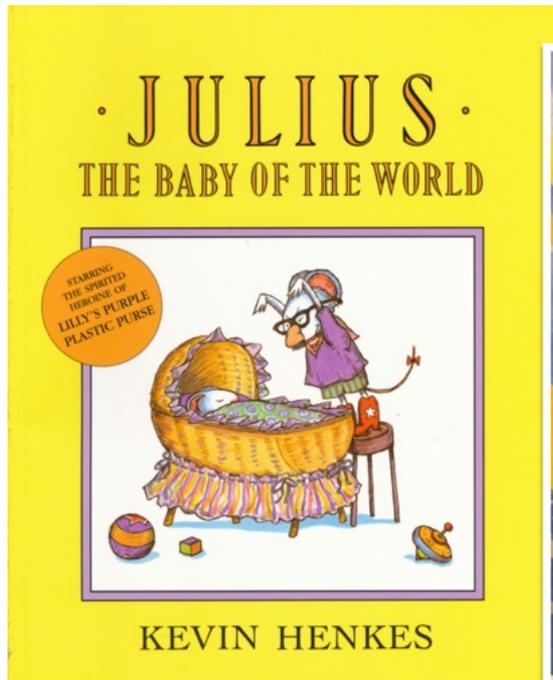


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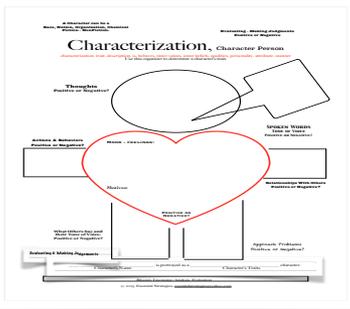
To schedule professional development contact Debra Evans
312.607.8668 , debraevans@yahoo.com.
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Paired Text & Essential Strategies



Essential Strategies

Characterization



Intentional Increasingly Complex Characterization Questioning Within and Across State's Standards and Bloom's Taxonomy.

