

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 3 · Cluster 2

ECR: Informational

Passage: Laura Ingalls Wilder

Grade 3 Assessment Companion: Cluster 2

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Module 1 · Notice the Central Idea Introduce the informational target

CLUSTER 2 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Identify the central idea of an informational biography and separate it from a single detail or the topic alone.
STANDARDS	3.12B(i) central idea 3.11B(i) focused, structured piece 3.11D(i) sentences + agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the controlling idea across a longer piece.
EVIDENCE TYPE	Daily Learning Artifact: a one-sentence central idea for the Laura Ingalls Wilder passage.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast selected-response grade of central-idea recognition.

Path B

: Application Artifact Student writes a central-idea sentence and underlines the detail that best proves it.

Path C

: Choice Demonstration Student may map, say, or write the central idea: same target, same scoring (Choice Integrity Test).

Grade the target, not everything. Collect the central-idea sentence + one supporting detail. Because

Multiple-Choice Check

Five questions on this module's target: noticing the central idea of an informational biography.

Laura Ingalls Wilder

Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures. As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work. Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago. Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories. Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. (Paired with "Carmen Lomas Garza.")

Grade 3, Cluster 2 (Scope & Sequence). This cluster's genre is an Extended Constructed Response (ECR).

1. What is the central idea of the passage?

- A. Laura Ingalls Wilder was a writer.
- B. She lived on the American frontier.
- C. Laura Ingalls Wilder shared stories of her frontier childhood so people could understand life long ago.
- D. People like to read books.

2. Which detail BEST supports the central idea?

- A. She shared stories about her childhood so readers could understand the past.
- B. She was a person who lived a long time ago.
- C. Books are made of paper and words.
- D. The frontier was somewhere far away.

3. Which sentence would be the BEST topic sentence for a piece about her?

- A. I really like reading old books.
- B. Laura is a girl's name.
- C. Frontiers are very far away.
- D. Laura Ingalls Wilder used her stories to help people understand frontier life.

4. Which sentence does NOT belong in this passage?

- A. She wrote about life on the American frontier.
- B. My family drove to the store yesterday.
- C. She shared stories about her own childhood.
- D. She wanted people to understand the past.

5. Which sentence has correct subject-verb agreement?

- A. Laura Ingalls Wilder was a writer.
- B. Laura Ingalls Wilder were a writer.
- C. Laura Ingalls Wilder be a writer.
- D. Laura Ingalls Wilder are a writer.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Central idea

Correct: C

The central idea is the one thought that controls the whole passage: why she shared her stories. The others are a fact, a narrow detail, and an off-topic sentence. A student who picks the single fact or narrow detail is confusing a detail with the big idea : reteach “topic detail vs. central idea.”

2. Best supporting detail

Correct: A

The correct detail connects her stories to the purpose (understanding the past). The others are true-but-vague, off-topic, or about books in general. Choosing a vague/off-topic option shows the student picks any true fact rather than a relevant one : practice “Best Evidence Wins.”

3. Best topic sentence

Correct: D

A topic sentence states a controlling idea a paragraph can develop. The distractors are an opinion, a fact about a name, and an off-topic statement. Picking the opinion signals opinion/informational confusion : contrast “I like...” with “She used her stories to...”.

4. Sentence that does not belong

Correct: B

The correct answer is a personal aside unrelated to the topic. The other three all inform about her life and purpose. Missing it suggests the student isn't checking each sentence against the central idea : model the “does it belong?” check.

5. Subject-verb agreement

Correct: A

“was” agrees with the singular subject “Laura Ingalls Wilder.” The others use plural or non-standard verb forms. Choosing a plural verb shows singular-subject agreement error : practice matching one-person subjects to singular verbs. work separating a detail from a central idea before drafting the ECR.

If several students miss the same question, Questions 1 or 3 missed widely : the class needs more work separating a detail from a central idea before drafting the ECR.

Exemplars & Rubric

Prompt: “Write a clear central idea for an informational piece about Laura Ingalls Wilder.” 3.12B(i)

4 “*Laura Ingalls Wilder shared stories about her frontier childhood so people could understand what life was like long ago.*”

SECURE · one clear controlling idea, broad enough to develop into an ECR · RPLD: Independent 3 “Laura Ingalls Wilder wrote stories so people could learn about the past.” · DEMONSTRATES · clear central idea, slightly general · RPLD: Visible 2 “Laura Ingalls Wilder was a writer on the frontier.” · DEVELOPING · names the topic; no controlling idea about it · RPLD: Emergent · Next: “topic : idea” frame 1 “Laura Ingalls Wilder.” · BEGINNING · gives the topic only · RPLD: Foundational · Next: model turning a name into an idea

Which rubric applies? This four-point Targeted Evidence Scale scores every written central-idea response in Cluster 2. The Multiple-Choice Check uses its own 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Today you'll write one sentence: the central idea. What is the ONE big thing the writer wants us to

SAY

SAY

“Remember: a name is a topic. 'Laura Ingalls Wilder shared her frontier stories so people could understand

► Point to the topic (her name), then to the idea (why she wrote). Give 60 seconds of think time before students

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

Module 2 · Choose Precise Words Word choice that carries meaning

CLUSTER 2 · MODULE 2 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Choose precise, informational words and the details that best develop the central idea.
STANDARDS	3.11C(ii) revise: word choice 3.12B(ii) support with details
RPLD STAGE THIS WEEK	Visible: students CHOOSE precise words and relevant support.
EVIDENCE TYPE	Daily Learning Artifact: one vague sentence revised with a precise word + one detail chosen to prove the idea.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on precise word choice and relevant details.

Path B

: Application Artifact Student replaces a vague word (“nice,” “stuff”) with a precise informational word and picks a supporting detail.

Path C

: Choice Demonstration Student may highlight, chart, or rewrite the precise word: same target, same scoring.

Grade the target, not everything. Grade whether the revised word is more precise and whether the

Multiple-Choice Check

Five questions on this module's target: choosing precise words and the details that develop the

Laura Ingalls Wilder

Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures. As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work. Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago. Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories. Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. (Paired with "Carmen Lomas Garza.")

Grade 3, Cluster 2 (Scope & Sequence). This cluster's genre is an Extended Constructed Response (ECR).

1. Which word most precisely completes: “Laura Ingalls Wilder ____ stories about her childhood”?

- A. put
- B. shared
- C. made
- D. got

2. Which detail BEST develops the central idea?

- A. She was born a long time ago.
- B. Stories can be fun to read.
- C. The frontier had a lot of land.
- D. She wanted people to understand what life was like for families long ago.

3. Which sentence uses the most precise, informational language?

- A. Laura Ingalls Wilder shared true stories about frontier life.
- B. She did stuff on the frontier.
- C. It was a thing she wrote about.
- D. She had some books and things.

4. Which revision improves the word choice in “She wrote nice stories”?

- A. She wrote some stories.
- B. She wrote nice things.
- C. She wrote true stories about frontier life.
- D. She wrote good stuff.

5. Which new detail keeps the central idea?

- A. Some books are very long.
- B. Writers often use pencils.
- C. “Frontier” is an interesting word.
- D. Her stories help readers today understand what life was like long ago.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Precise word

Correct: B

“shared” names exactly what she did with her stories; “put/made/got” are vague, general verbs. Choosing a vague verb shows the student accepts any word that fits : practice trading a general verb for a precise one.

2. Best detail

Correct: D

The correct detail states her purpose: the strongest support for the idea. The others are a fact, an opinion, and an off-topic detail. Choosing a vague/off-topic option shows the student picks any true fact : test each detail against the idea it must prove.

3. Most precise language

Correct: A

The correct sentence uses exact, informational words (“true stories,” “frontier life”). The others rely on “stuff,” “thing,” “things.” Choosing a vague option shows tolerance for imprecise language : highlight and replace every “stuff/thing.”

4. Improved word choice

Correct: C

“true stories about frontier life” replaces the vague “nice.” The others stay general or make it vaguer. Choosing a still-vague option shows the student isn't yet hearing imprecision : read both aloud and compare.

5. Detail that keeps the idea

Correct: D

The correct detail extends the purpose (understanding the past). The distractors drift to unrelated facts. Choosing an unrelated fact shows drift : test each addition against the central idea. revision practice (11C(ii)); Question 2 or 5 : relevant-detail sorting.

If several students miss the same question, Questions 1 or 4 missed widely : focused word-choice revision practice (11C(ii)); Question 2 or 5 : relevant-detail sorting.

Exemplars & Rubric

Prompt: “Revise one vague sentence about Laura Ingalls Wilder to use precise, informational”

4 “*Laura Ingalls Wilder shared true stories about her frontier childhood so readers could picture the past.*”
 SECURE · precise verbs and nouns; every word carries meaning · RPLD: Independent 3 “Laura Ingalls Wilder wrote real stories about the frontier.” · DEMONSTRATES · more precise than the original, some general words remain · RPLD: Visible 2 “Laura Ingalls Wilder wrote nice stories about stuff.” · DEVELOPING · still relies on vague words · RPLD: Emergent · Next: replace one vague word at a time

1 “*She did writing.*”
 BEGINNING · no precise informational language · RPLD: Foundational · Next: model naming exactly what she wrote

Which rubric applies? The four-point Targeted Evidence Scale scores this word-choice revision. The MC Check keeps its 5-point key. Same scale as Module 1: the target grows, the rubric doesn't.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Precise words do the work. Instead of 'nice stories about stuff,' tell me exactly what kind of stories and

SAY

SAY

“Circle any word that could mean almost anything: 'nice,' 'stuff,' 'things': and trade it for an exact one.”

► Model one swap aloud (“nice” : “true stories about frontier life”), then have students revise one sentence of

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

Module 3 · Show It: Structure & Coherence

Organize the informational piece

CLUSTER 2 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Organize an informational piece so ideas connect, and combine short sentences; edit nouns and proper nouns.
STANDARDS	3.11B(i) focused, structured piece 3.11C(i) combine sentences 3.11D(vi)/(viii)/(ix) nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN structure and combining.
EVIDENCE TYPE	Daily Learning Artifact: a short ordered plan (intro : details : conclusion) + one combined sentence + nouns edited.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing, combining, and editing nouns.

Path B

: Application Artifact Student orders the parts of a short informational piece and combines two passage sentences into one.

Path C

: Choice Demonstration Student may use strips, a chart, or writing to show the structure: same target, same scoring.

Grade the target, not everything. Grade whether the plan follows an informational shape and the

Multiple-Choice Check

Five questions on this module's target: structure, combining, and noun editing. Read each item's

Laura Ingalls Wilder

Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures. As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work. Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago. Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories. Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. (Paired with "Carmen Lomas Garza.")

Grade 3, Cluster 2 (Scope & Sequence). This cluster's genre is an Extended Constructed Response (ECR).

1. Which is the BEST order for an informational piece about Laura Ingalls Wilder?

- A. Introduce her, tell what she wrote and why, then conclude.
- B. List random facts in any order.
- C. Start with the ending, then stop.
- D. Write only one word about her.

2. Best way to combine: "Laura was a writer. She shared frontier stories."

- A. Laura was a writer she shared frontier stories.
- B. Laura. A writer. Frontier stories she shared.
- C. Laura Ingalls Wilder was a writer who shared stories about the frontier.
- D. No change is needed.

3. Which sentence best connects ideas with a transition?

- A. And then stuff happened on the frontier.
- B. Because she lived on the frontier, Laura could share true details about the past.
- C. The frontier and also the past.
- D. She writer the frontier past.

4. Which words should be capitalized as proper nouns?

- A. writer and stories
- B. childhood and frontier
- C. life and families
- D. Laura Ingalls Wilder and American

5. In the phrase "a writer," which statement is true?

- A. "writer" is a proper noun and needs a capital.
- B. "a" is the noun in the phrase.
- C. "writer" is a singular common noun naming one person.
- D. "writer" is a verb here.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best order

Correct: A

Informational writing moves introduce : develop : conclude. The distractors are unordered, backwards, or too short. Choosing an unordered option shows the student writes lists, not structured pieces : use a plan box before drafting.

2. Best combine

Correct: C

The correct answer joins the two sentences and keeps them correct. The others are a run-on, fragments, or leave them choppy. Choosing “no change” means the student doesn’t see two short sentences as improvable : model “combine + keep it correct.”

3. Best transition

Correct: B

“Because...” connects a cause to a result and links ideas. The distractors are vague, incomplete, or ungrammatical. Choosing a vague option shows the student joins ideas loosely : practice cause/result connectors.

4. Proper nouns

Correct: D

“Laura Ingalls Wilder” (a specific person) and “American” (from a place name) are proper nouns. The others are common nouns. Choosing common nouns shows over-capitalizing important-sounding words : contrast a general word with a specific name.

5. Common/singular noun

Correct: C

“writer” names one person and is a common noun: not proper, not a verb, and “a” is an article. Choosing “proper noun” shows proper/common confusion : sort nouns into common vs. proper. and combining together; Questions 4-5 : more proper/common noun practice before Module 4.

If several students miss the same question, Questions 1 or 2 missed widely : reteach structure and combining together; Questions 4-5 : more proper/common noun practice before Module 4.

Exemplars & Rubric

Prompt: “Combine two sentences from the passage into one stronger sentence, and check your”

4 “*Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier.*”

SECURE · one correct combined sentence; proper nouns capitalized · RPLD: Independent 3 “Laura Ingalls Wilder was a writer, and she shared frontier stories.” · DEMONSTRATES · correct combine, lighter structure · RPLD: Visible 2 “Laura was a writer she shared stories.” · DEVELOPING · joins without a connector (run-on) · RPLD: Emergent · Next: add a connecting word 1 “Laura was a writer. She shared stories.” · BEGINNING · leaves the sentences uncombined · RPLD: Foundational · Next: model one combine aloud

Which rubric applies? The four-point Targeted Evidence Scale scores this revision artifact. Noun editing is scored on the Standards Sweep tracking sheet, not this scale.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“You’re organizing now. Take two short sentences and make one stronger sentence: and make sure every

SAY

SAY

“A connecting word: ‘who,’ ‘and,’ ‘because’: turns two short sentences into one smooth one.”

► Show one combine aloud, then have students combine a different pair and circle every proper noun they

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

Module 4 · Own & Defend: Full ECR The independent extended response

CLUSTER 2 · MODULE 4 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Write a complete informational ECR: central idea, several supporting details, and a conclusion: then check spelling.
STANDARDS	3.12B(i-iii) informational ECR 3.11B(i) structured piece 3.11D(xxxii) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND an extended response.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating ECR that shows the whole cluster target in one longer piece.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing and finishing an extended response.

Path B

: Application Artifact Student writes the full ECR using the central idea, two or more details, and a conclusion.

Path C

: Choice Demonstration Student may plan-then-write or dictate-then-write: same target, same scoring; the ECR is the evidence.

Grade the target, not everything. This is the cluster's anchor evidence. Score the full ECR on the

Multiple-Choice Check

Five questions on this module's target: organizing, concluding, and spelling in a full ECR.

Laura Ingalls Wilder

Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures. As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work. Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago. Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories. Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. (Paired with "Carmen Lomas Garza.")

Grade 3, Cluster 2 (Scope & Sequence). This cluster's genre is an Extended Constructed Response (ECR).

1. Which is the BEST concluding sentence for an informational piece about her?

- A. And that is the end of my writing.
- B. I really liked learning about her.
- C. Laura is a girl's name.
- D. Through her stories, Laura Ingalls Wilder helped people understand what life was like on the frontier long ago.

2. Which sentence does NOT belong in an informational ECR about her?

- A. She shared stories about the frontier.
- B. Laura is the best writer ever and everyone must read her books.
- C. She wrote about her own childhood.
- D. She helped people understand the past.

3. Which sentence is spelled correctly?

- A. She wonted people to understand the past.
- B. She wantid people to understand the past.
- C. She wanted people to understand the past.
- D. She wannned people to understand the past.

4. Which sentence has correct subject-verb agreement?

- A. Laura Ingalls Wilder was a writer.
- B. Laura Ingalls Wilder were a writer.
- C. Laura Ingalls Wilder are a writer.
- D. Laura Ingalls Wilder be a writer.

5. Which order BEST organizes an informational ECR?

- A. Just a list of facts.
- B. A central idea, several supporting details from the passage, and a conclusion.
- C. One sentence and nothing else.
- D. The conclusion first, then random facts.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best conclusion

Correct: D

The correct conclusion restates the idea and gathers the details. The others simply stop, give an opinion, or state a fact about a name. Choosing “the end” or an opinion shows the student stops rather than concludes : model “conclusions finish the thinking.”

2. Does not belong

Correct: B

The correct answer is an opinion, which doesn't belong in an informational ECR. The other three inform. Missing it : practice the opinion vs. informational check before the final draft.

3. Correct spelling

Correct: C

“wanted” is spelled correctly (a high-frequency word). The others misspell it. Repeated misses : a short high-frequency spelling sweep (11D(xxii)).

4. Subject-verb agreement

Correct: A

“was” agrees with the singular subject. The others use plural or non-standard forms. Choosing a plural verb : return to singular-subject agreement practice (11D(i)).

5. Best organization

Correct: B

The ECR shape is idea : several details : conclusion. The distractors are a list, a fragment, or backwards. Choosing a list shows the student writes facts, not an organized ECR : require a plan before drafting. on 1 or 5 : reteach organization/conclusion before the anchor ECR; miss on 3 : a high-frequency spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 1 or 5 : reteach organization/conclusion before the anchor ECR; miss on 3 : a high-frequency spelling sweep.

Exemplars & Rubric

Prompt: “In several sentences, explain who Laura Ingalls Wilder was and why her stories”

4 “Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She wrote about what daily life was really like. She wanted people to understand what life was like for families living long ago. Because of her stories, readers today can still picture the past.”

SECURE · central idea + several relevant details + conclusion (full ECR) · RPLD: Independent

3 “Laura Ingalls Wilder was a writer. She shared stories about the frontier so people could learn about the past.”

DEMONSTRATES · idea + details, thin development for an ECR · RPLD: Visible

2 “Laura Ingalls Wilder wrote stories about the frontier.”

DEVELOPING · one fact; no controlling idea or conclusion · RPLD: Emergent · Next: add an idea + a conclusion

1 “She was a writer.”

BEGINNING · does not develop the prompt · RPLD: Foundational · Next: plan idea + two details before writing

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor ECR: the cluster's strongest single piece of evidence, and the score to record if you take a Cluster 2 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“This is your extended response. Tell me who she was, share two or more details from the passage, and

SAY

SAY

“Use your plan: central idea, then details, then a conclusion. Then reread for the words we practiced: ‘wanted,’ ‘understand.’”

► Give a plan box (idea / detail 1 / detail 2 / conclusion). Independent write; conference only after the draft is

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