
GRADE 3 • CLUSTER 3

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“The Lunchroom Discoveries and Why We Need Laws”

*Keep the learning connected. Keep the directions simple.
Leave the next instructional step with the classroom teacher.*

★ **USE THIS FIRST:** Step 1, Find It and Prove It

The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC.
All rights reserved.

Teachers who purchase this product may reproduce pages for use in their own classrooms only. No other reproduction, distribution, or transmission of any part of this publication is permitted without the prior written permission of The Writing Academy®, LLC.

How to Use This Folder

★ **USE THIS FIRST: Step 1, Find It and Prove It.** For an unexpected absence, the substitute starts with Step 1. Its passage (Module 1, “Why We Need Laws”, paragraphs 1 to 12) has already been taught, so it is safe on any day of Cluster 3.

Teacher: to designate a different lesson, write it here: Step ____ Module ____ Initials ____

Choose a lesson

These are five choices, not a five-step sequence. Use a lesson only when its module has already been taught. Taking them in numerical order is also safe because each Step uses a passage from the same or an earlier module.

ID	Lesson	Practice	Eligible module and approved passage	Page
Step 1 ★	Find It and Prove It	3.7B, 3.7C	Module 1: “Why We Need Laws”, paragraphs 1 to 12	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “The Lunchroom Discoveries”, paragraphs 3 to 13	14
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “Why We Need Laws”, paragraphs 1 to 12	25
Step 4	Make One Helpful Change	3.11C	Module 1: “The Lunchroom Discoveries”, paragraphs 3 to 13	34
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 1: “Why We Need Laws”, paragraphs 1 to 12	45

Four boundaries for every lesson

- **Review, rather than introduce.** Use skills, routines, and genre features the classroom teacher has already taught.
- **Use separate practice work.** Do not revise students' ongoing major compositions, reveal upcoming assessment prompts, or complete the module's culminating assignment.
- **Give students one clear job.** Each lesson has one task.
- **Leave a clear stopping point.** A substitute lesson does not mark a regular module lesson or GRADUATE stage as completed.

What each lesson contains

Start Here page • Teaching Script (minute by minute) • Passage page with numbered paragraphs, reading boundaries, and pronunciation help • Student response page • Supported route • Extension • Answer and Support Guide • Return-to-Teacher note.

The 20-minute Standards Slide Deck block is separate; use only the deck the teacher designated. Classroom logistics (schedules, emergency directions, individual student support information) stay in the teacher's private section, not in this folder.

Contents

Cover	1
Copyright	2
How to Use This Folder (Use This First)	3
Contents	4
Step 1 Find It and Prove It (Use This First)	5
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 2 Say It in Your Own Words	14
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 3 Sketch, Label, and Explain	25
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 4 Make One Helpful Change	34
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 5 Genre Snapshot: Teach Someone Something	45
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	

Start Here: Find It and Prove It

★ **USE THIS FIRST.** The classroom teacher designated this lesson for an unexpected absence. Its passage was taught in Module 1, so it is safe on any day of the cluster.

Today's lesson	Find It and Prove It (Step 1)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Why We Need Laws" (Module 1 version), paragraphs 1 to 12 only
Eligible	Any time after Module 1 has been taught. This is the safest choice for an unexpected absence.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Answer one question and support the answer with one detail from the poem.
Collect	Each student's response page (and any supported or extension page). Place them in the folder with the Return-to-Teacher note.
TEKS practiced	• 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 6

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 12.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Find It and Prove It

Practice focus: Written response and supporting evidence. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice answering a question and using the passage to support our answer. This passage is a poem, so listen for the rhythm as I read. Follow along.”

DO Read lines 1 to 12 aloud. Stop at the STOP HERE line.

SAY “Our answers need to match what the poem tells us. We can return to the poem whenever we need help.”

Minutes 3 to 5: Model one example

SAY “My question is: What happened before people had laws? I will look for a line that answers that question.”

POINT **Point to lines 7 and 8.**

SAY “The poem says disagreements spread like storms across the town, and fairness often seemed to tumble down. Lines 7 and 8 give me the details I need. Without laws, fairness disappeared.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. What did people do to solve the problem? Find the lines that tell you.”

EXPECT Lines 9 and 10: So people gathered, searching for a way, to write fair rules that everyone would obey.

IF STUCK “Reread lines 9 and 10. What did the people search for?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY “Now answer this question on your own: According to the poem, why did people decide to write laws? Write your answer and include a detail from the poem that supports it.”

FRAME If the teacher assigned a frame: “People decided to write laws because _____. The poem says _____.”

IF STUCK “Look at lines 3 and 4. What happened without clear rules?”

Minutes 12 to 15: Check and collect

SAY “Read your answer again. Underline the detail you used. Point to the line in the poem that supports it.”

DO Collect the response pages.

Name _____ Date _____

“Why We Need Laws”

▼ START READING HERE ▼

- [1] Long ago people argued over land and things,
 [2] Voices grew loud like clashing, noisy rings.
 [3] Without clear rules to guide what should be done,
 [4] Many small problems quickly grew to one.
 [5] Some took more food while others had too little,
 [6] Strong voices won while quiet ones stayed brittle.
 [7] Disagreements spread like storms across the town,
 [8] And fairness often seemed to tumble down.
 [9] So people gathered, searching for a way,
 [10] To write fair rules that everyone would obey.
 [11] With laws to guide what people say and do,
 [12] Communities could grow more safe and true.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
laws	lawz	rules that a community agrees to follow
fairness	FAIR-nēs	treating everyone equally and justly
disagreements	dis-uh-GREE-ments	arguments or times when people do not agree
communities	kuh-MYOO-nuh-teez	groups of people who live and work together

Name _____ Date _____

Find It and Prove It

Question: According to the poem, why did people decide to write laws?

None

CHECK

None

Name _____ Date _____

Find It and Prove It: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

- rules
- problems
- fairness
- gathered
- disagreements
- laws
- communities

SENTENCE FRAME

People decided to write laws because _____. The poem says _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second detail from different lines. Tell which detail better explains why people needed laws and why.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Find It and Prove It. According to the poem, why did people decide to write laws?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Without rules, small problems grew bigger.	3-4	<i>“Without clear rules to guide what should be done, many small problems quickly grew to one.”</i>
Some people took more while others had too little.	5-6	<i>“Some took more food while others had too little, strong voices won while quiet ones stayed brittle.”</i>
Disagreements spread and fairness disappeared.	7-8	<i>“Disagreements spread like storms across the town, and fairness often seemed to tumble down.”</i>
People wanted fair rules everyone would follow.	9-10	<i>“So people gathered, searching for a way, to write fair rules that everyone would obey.”</i>
Laws helped communities grow more safe and true.	11-12	<i>“With laws to guide what people say and do, communities could grow more safe and true.”</i>

SAMPLE RESPONSE

People decided to write laws because without clear rules, problems kept growing and fairness disappeared. The poem says, Disagreements spread like storms across the town, and fairness often seemed to tumble down.

WHY IT WORKS

The answer explains why people decided to write laws (because of the problems described in lines 1 to 8) and includes a supporting detail from the poem. Accept different wording.

COMMON MISUNDERSTANDINGS

- Using only lines 11 to 12 (the result of having laws) without explaining the problem that caused people to write them.
- Adding facts about real laws that are not in the poem.
- Confusing what happened before laws (lines 1 to 8) with what happened after (lines 11 to 12).

SUPPORTED ROUTE

Read only lines 7 to 10. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame.

EXTENSION

Find a second detail from different lines. Tell which detail better explains why people needed laws and why.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 1 • Find It and Prove It • Module 1 • “Why We Need Laws”, paragraphs 1 to 12

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Written response and supporting evidence (3.7B, 3.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who only described the result (safe communities) without the problem; students who needed the frame. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Say It in Your Own Words

Today's lesson	Say It in Your Own Words (Step 2)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"The Lunchroom Discoveries" (Module 1 version), paragraphs 3 to 13 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Choose the paraphrase that keeps the meaning, then paraphrase one speech in their own words.
Collect	Each student's response page (and any supported or extension page).
TEKS practiced	• 3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 15

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 3 to 13.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Say It in Your Own Words

Practice focus: Paraphrasing a short section so the meaning and order stay the same. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice saying part of a passage in our own words. This passage is a play, so each line tells us who is speaking. Follow along as I read the parts.”

DO Read lines 3 to 13 aloud, using different voices for each character. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT Point to line 13.

SAY “The Narrator says: The two students realize that a scientific breakthrough from long ago still helps protect people every day. In my own words: Alex and Jordan figured out that Pasteur's discovery from a long time ago still keeps people safe today. I kept the meaning. I changed the words.”

Minutes 5 to 7: Same meaning, or not? (partners)

SAY “Look at the two paraphrases of line 11 on your page. With your partner, decide which one keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the play never says Pasteur froze the milk.

IF STUCK “Read paraphrase B, then reread line 11. Does the play say froze? What does it say Pasteur did?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase what Alex explains in lines 5 and 7. Tell what Alex said in your own words. Keep the same meaning and order.”

FRAME If the teacher assigned a frame: “Alex told Jordan that Pasteur's discovery helped solve _____. Long ago, _____.”

IF STUCK “What problem did Alex describe in line 7? How did Pasteur help?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to lines 5 and 7. Did you keep the meaning? Did you use your own words?”

DO Collect the response pages.

Name _____ Date _____

“The Lunchroom Discoveries”

Paragraph numbers match the Module 1 passage. Paragraphs before [3] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] [Alex opens a milk carton and looks at the label.]

[5] ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] [Jordan points to the milk carton on the table.]

[10] JORDAN: Oh! That is why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we are drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.

■ STOP HERE ■

“The Lunchroom Discoveries” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Louis Pasteur	LOO-ee pass-TUR	a French scientist who studied germs
pasteurized	PASS-chur-yzd	heated to kill harmful germs
germs	jurmz	tiny living things that can cause sickness
breakthrough	BRAYK-throo	an important discovery that solves a problem

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase what Alex explains in lines 5 and 7 in your own words. Keep the same meaning.

None

CHECK

None

Name _____ Date _____

Say It in Your Own Words: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

Pasteur discovery germs milk sick solved problem

SENTENCE FRAME

Alex told Jordan that Pasteur's discovery helped solve _____. Long ago, _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, retell the whole conversation between Alex and Jordan in three sentences.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Say It in Your Own Words. Paraphrase what Alex explains in lines 5 and 7 in your own words. Keep the same meaning.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Paraphrase A is the correct choice (heating killed germs).	11	<i>"Pasteur figured out that heating liquids could kill harmful germs."</i>
Alex said Pasteur's discovery helped with a big food and milk problem.	5	<i>"Louis Pasteur's discovery later helped people solve a huge problem with food and milk."</i>
People used to get sick from germs in milk and food.	7	<i>"A long time ago, people got sick because germs in milk and food were not destroyed."</i>

SAMPLE RESPONSE

Alex told Jordan that a scientist named Pasteur helped fix a serious problem with food and milk. In the past, people became sick because tiny germs in their food and milk were not killed.

WHY IT WORKS

The paraphrase keeps the meaning of Alex's explanation (Pasteur solved a milk problem; germs made people sick) and uses different words.

COMMON MISUNDERSTANDINGS

- Copying Alex's lines word for word.
- Saying Pasteur froze the milk or used chemicals. The play says he heated liquids.
- Adding information about modern milk that is not in the play.

SUPPORTED ROUTE

Paraphrase only line 7. Say it aloud to a partner before writing. Use the word bank and the frame.

EXTENSION

After your paraphrase, retell the whole conversation between Alex and Jordan in three sentences.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 2 • Say It in Your Own Words • Module 1 • “The Lunchroom Discoveries”, paragraphs 3 to 13

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Paraphrasing a short section so the meaning and order stay the same (3.7D).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who copied the text word for word; students who changed what Pasteur did. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Sketch, Label, and Explain

Today's lesson	Sketch, Label, and Explain (Step 3)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Why We Need Laws" (Module 1 version), paragraphs 1 to 12 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent work for minutes 7 to 12.
Students will	Draw what happened before and after people wrote laws, label each detail with line numbers, and explain how the drawing shows the poem's message.
Collect	Each student's sketch page with labels and the written explanation.
TEKS practiced	• 3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 26

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 12.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Sketch, Label, and Explain

Practice focus: Illustrating an important idea with labels taken from the poem. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will draw an important idea from the poem. Our drawing must show what the poem says. Follow along as I read.”

DO Read lines 1 to 12 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to lines 7 and 8.**

SAY “The poem says disagreements spread like storms across the town. I will draw a town with storm clouds above it and label it: disagreements, storms, lines 7 to 8. This shows what happened before laws.”

DO Sketch storm clouds over simple houses on the board and write the label.

Minutes 5 to 7: Let partners try

SAY “With your partner, find a detail from lines 9 to 12 that shows what happened after people wrote laws. Put your finger on the words.”

EXPECT Lines 11 to 12: communities could grow more safe and true.

IF STUCK “Reread lines 11 and 12. What did laws help communities do?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Draw two scenes: one showing before laws (lines 1 to 8) and one showing after (lines 9 to 12). Label each detail with words from the poem and the line numbers. Then write how your drawing shows the poem's message.”

FRAME If the teacher assigned a frame: “My drawing shows _____. The poem says _____ (lines ____).”

IF STUCK “Pick one problem from lines 1 to 8 for the before picture. What did that look like?”

Minutes 12 to 15: Check and collect

SAY “Check your labels. Does each one have line numbers? Does your explanation use a detail from the poem?”

DO Collect the sketch pages.

Name _____ Date _____

“Why We Need Laws”

▼ START READING HERE ▼

- [1] Long ago people argued over land and things,
 [2] Voices grew loud like clashing, noisy rings.
 [3] Without clear rules to guide what should be done,
 [4] Many small problems quickly grew to one.
 [5] Some took more food while others had too little,
 [6] Strong voices won while quiet ones stayed brittle.
 [7] Disagreements spread like storms across the town,
 [8] And fairness often seemed to tumble down.
 [9] So people gathered, searching for a way,
 [10] To write fair rules that everyone would obey.
 [11] With laws to guide what people say and do,
 [12] Communities could grow more safe and true.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
laws	lawz	rules that a community agrees to follow
disagreements	dis-uh-GREE-ments	arguments or times when people do not agree
communities	kuh-MYOO-nuh-teez	groups of people who live and work together
fairness	FAIR-nes	treating everyone equally and justly

Name _____ Date _____

Sketch, Label, and Explain

Question: What changed when people wrote fair laws? Show the before and after in your drawing, then explain.

None

CHECK

None

Name _____ Date _____

Sketch, Label, and Explain: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

- argued
- storms
- fairness
- gathered
- rules
- safe
- communities

SENTENCE FRAME

My drawing shows _____. The poem says _____ (lines ____).

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption explaining which change was most important and why, using details from two different lines.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. What changed when people wrote fair laws? Show the before and after in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
People arguing over land and things	1-2	<i>“Long ago people argued over land and things, voices grew loud like clashing, noisy rings.”</i>
Some took more food while others had too little	5-6	<i>“Some took more food while others had too little, strong voices won while quiet ones stayed brittle.”</i>
Disagreements spread like storms	7-8	<i>“Disagreements spread like storms across the town, and fairness often seemed to tumble down.”</i>
People gathered to write fair rules	9-10	<i>“So people gathered, searching for a way, to write fair rules that everyone would obey.”</i>
Communities grew more safe and true	11-12	<i>“With laws to guide what people say and do, communities could grow more safe and true.”</i>

SAMPLE RESPONSE

My drawing shows a town with storms (before laws) and a peaceful town (after laws). The poem says communities could grow more safe and true (lines 11 to 12).

WHY IT WORKS

Each labeled detail can be found in the poem. The before and after structure helps show the poem's message about why laws matter.

COMMON MISUNDERSTANDINGS

- Drawing things not in the poem (for example, a courthouse or police officers).
- Labeling with paragraph numbers instead of line numbers. This is a poem; use line numbers.
- Drawing only the before or only the after, without showing the change.

SUPPORTED ROUTE

Draw one before detail from the word bank and one after detail. Tell a partner what each shows before writing the frame.

EXTENSION

Add a caption explaining which change was most important and why, using details from two different lines.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 3 • Sketch, Label, and Explain • Module 1 • “Why We Need Laws”, paragraphs 1 to 12

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Illustrating an important idea with labels taken from the poem (3.7E, 3.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students whose labels did not match the poem; students who drew only before or only after. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Make One Helpful Change

Today's lesson	Make One Helpful Change (Step 4)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"The Lunchroom Discoveries" (Module 1 version), paragraphs 3 to 13 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent revising for minutes 7 to 12.
Students will	Revise a three-sentence practice draft by adding one detail from the play that makes an idea clearer.
Collect	Each student's revision page. Students do NOT revise their own ongoing compositions today.
TEKS practiced	• 3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 35

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 3 to 13.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Make One Helpful Change

Practice focus: Revising a short practice draft by adding one helpful detail. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice one revising move on a short practice draft. This draft is not your own writing, so we can change it freely. First, follow along as I read the play.”

DO Read lines 3 to 13 aloud. Stop at the STOP HERE line. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “This writer has an idea, but the reader needs one more helpful detail. I will fix sentence 1. What did Alex and Jordan talk about?”

POINT **Point to line 5.**

SAY “Alex says Pasteur's discovery helped people solve a huge problem with food and milk. My revision: Alex and Jordan talked about how Louis Pasteur's discovery helped solve a huge problem with food and milk. Now the reader knows the topic.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: They learned about an important discovery. With your partner, find a detail that tells us what the discovery was.”

EXPECT Line 11: Pasteur figured out that heating liquids could kill harmful germs.

IF STUCK “Reread line 11. What did Pasteur figure out?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

SAY

“Choose sentence 2 or sentence 3. Add one helpful detail from the play. Then copy the whole draft with your change.”

FRAME

If the teacher assigned a frame: “Sentence 2 revised: They learned that Pasteur figured out _____.”

IF STUCK

“Reread line 11. What was Pasteur's discovery? That is the detail you can add.”

Minutes 12 to 15: Check and collect

SAY

“Read the old draft and your new draft aloud to yourself. Is the idea clearer now? Circle the detail you added.”

DO

Collect the revision pages.

Name _____ Date _____

“The Lunchroom Discoveries”

Paragraph numbers match the Module 1 passage. Paragraphs before [3] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] [Alex opens a milk carton and looks at the label.]

[5] ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] [Jordan points to the milk carton on the table.]

[10] JORDAN: Oh! That is why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we are drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.

■ STOP HERE ■

“The Lunchroom Discoveries” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Louis Pasteur	LOO-ee pass-TUR	a French scientist who studied germs
pasteurized	PASS-chur-yzd	heated to kill harmful germs
germs	jurmz	tiny living things that can cause sickness
breakthrough	BRAYK-throo	an important discovery that solves a problem

Name _____ Date _____

Make One Helpful Change

Question: Revise the practice draft by adding one helpful detail from the play.

None

CHECK

None

Name _____ Date _____

Make One Helpful Change: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

- Pasteur
- heating
- germs
- pasteurized
- discovery
- milk
- safer

SENTENCE FRAME

Sentence 2 revised: They learned that Pasteur figured out _____.

Name _____ Date _____

Make One Helpful Change: Extension

Make a second kind of change: combine two sentences of the draft using because or so, and explain how the change helps the reader.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Make One Helpful Change. Revise the practice draft by adding one helpful detail from the play.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 1: add that the topic was Pasteur and food safety.	5	<i>“Louis Pasteur's discovery later helped people solve a huge problem with food and milk.”</i>
Sentence 2: add what Pasteur figured out about heating liquids.	11	<i>“Pasteur figured out that heating liquids could kill harmful germs.”</i>
Sentence 2: add that germs in milk made people sick.	7	<i>“A long time ago, people got sick because germs in milk and food were not destroyed.”</i>
Sentence 3: add that milk is pasteurized because of his work.	10	<i>“That is why milk is pasteurized now, right?”</i>
Sentence 3: add that the discovery still protects people today.	13	<i>“The two students realize that a scientific breakthrough from long ago still helps protect people every day.”</i>

SAMPLE RESPONSE

They learned that Pasteur figured out that heating liquids could kill harmful germs, which is why milk is pasteurized today.

WHY IT WORKS

Each revision adds one relevant detail from the play that answers a reader's question. Many revisions are acceptable.

COMMON MISUNDERSTANDINGS

- Adding a detail about laws from the poem. Today's passage is the play, not the poem.
- Fixing only spelling or capital letters. Editing is not today's goal; today we add a detail.

SUPPORTED ROUTE

Use the detail cards on the supported page. Read each card, choose the one that fits sentence 2 or 3, and copy the revised sentence.

EXTENSION

Make a second kind of change: combine two sentences of the draft using because or so, and explain how the change helps the reader.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 4 • Make One Helpful Change • Module 1 • “The Lunchroom Discoveries”, paragraphs 3 to 13

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Revising a short practice draft by adding one helpful detail (3.11C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who added details from the poem instead of the play; students who edited instead of adding a detail. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Genre Snapshot: Teach Someone Something

Today's lesson	Genre Snapshot: Teach Someone Something (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Why We Need Laws" (Module 1 version), paragraphs 1 to 12 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Write a short informational piece that teaches a younger student why communities need rules, using details from the poem.
Collect	Each student's planner and informational piece.
TEKS practiced	• 3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 46

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 12.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Genre Snapshot: Teach Someone Something

Practice focus: Writing a short informational piece using a clear thesis (central idea). **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today you will write a short informational piece for a younger student. Your job is to teach that student why communities need rules. Follow along as I read the poem.”

DO Read lines 1 to 12 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

SAY “I need a thesis (central idea) first. My thesis (central idea) is: Communities need rules so that everyone is treated fairly. Now I need one detail. The poem says fairness often seemed to tumble down when there were no rules. That supports my thesis (central idea).”

DO Write the thesis (central idea) sentence and one supporting detail on the board.

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail from the poem that shows why rules are important.”

EXPECT Lines 3 to 4: without clear rules, many small problems quickly grew. Or lines 11 to 12: with laws, communities could grow more safe and true.

IF STUCK “Reread lines 11 and 12. What happened when people had laws?”

Teaching Script (continued)

Minutes 7 to 12: Students write independently

SAY “Write your informational piece. Start with your thesis (central idea). Add one or two details from the poem. Remember, you are teaching a younger student.”

FRAME If the teacher assigned a frame: “Communities need rules because _____. The poem says _____.”

IF STUCK “Look at your thesis (central idea). What is one thing that happened without rules? Find it in the poem.”

Minutes 12 to 15: Check and collect

SAY “Read your piece to yourself. Does it have a thesis (central idea)? Does it use a detail from the poem?”

DO Collect the informational pieces.

Name _____ Date _____

“Why We Need Laws”

▼ START READING HERE ▼

- [1] Long ago people argued over land and things,
 [2] Voices grew loud like clashing, noisy rings.
 [3] Without clear rules to guide what should be done,
 [4] Many small problems quickly grew to one.
 [5] Some took more food while others had too little,
 [6] Strong voices won while quiet ones stayed brittle.
 [7] Disagreements spread like storms across the town,
 [8] And fairness often seemed to tumble down.
 [9] So people gathered, searching for a way,
 [10] To write fair rules that everyone would obey.
 [11] With laws to guide what people say and do,
 [12] Communities could grow more safe and true.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
laws	lawz	rules that a community agrees to follow
fairness	FAIR-nēs	treating everyone equally and justly
disagreements	dis-uh-GREE-ments	arguments or times when people do not agree
communities	kuh-MYOO-nuh-teez	groups of people who live and work together

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student why communities need rules, using details from the poem.

None

CHECK

None

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

- rules
- fairness
- problems
- gathered
- laws
- safe
- communities

SENTENCE FRAME

Communities need rules because _____. The poem says _____.

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Extension

Add a second detail from different lines. Explain why both details help teach a younger student about rules.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student why communities need rules, using details from the poem.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Without rules, problems grew and fairness disappeared.	3-4, 7-8	<i>“Without clear rules to guide what should be done, many small problems quickly grew to one.”</i>
Some people took more while others had too little.	5-6	<i>“Some took more food while others had too little.”</i>
People gathered to write fair rules.	9-10	<i>“So people gathered, searching for a way, to write fair rules that everyone would obey.”</i>
With laws, communities grew more safe and true.	11-12	<i>“With laws to guide what people say and do, communities could grow more safe and true.”</i>

SAMPLE RESPONSE

Communities need rules because without them, problems grow and people are not treated fairly. The poem says, Without clear rules to guide what should be done, many small problems quickly grew to one.

WHY IT WORKS

The piece has a thesis (central idea) about why rules matter and at least one detail from the poem.

COMMON MISUNDERSTANDINGS

- Writing about Pasteur or the play instead of the poem about laws.
- Adding real examples of laws that are not in the poem.
- Writing a story instead of an informational piece.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Write about one detail from lines 7 to 8 or 11 to 12.

EXTENSION

Add a second detail from different lines. Explain why both details help teach a younger student about rules.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 5 • Genre Snapshot: Teach Someone Something • Module 1 • “Why We Need Laws”, paragraphs 1 to 12

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Composing a short informational piece with a thesis (central idea) and supporting information (3.12B).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who wrote without a thesis (central idea); students who wrote about the play instead of the poem. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed