
GRADE 3 • CLUSTER 4

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“Benjamin Franklin and Electricity and The Founding Fathers”

*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, “Benjamin Franklin and Electricity”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 4.

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: “Benjamin Franklin and Electricity”, paragraphs 1 to 4	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “The Founding Fathers”, paragraphs 1 to 3	16
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “Benjamin Franklin and Electricity”, paragraphs 2 to 4	25
Step 4	Make One Helpful Change	3.11C	Module 1: “The Founding Fathers”, paragraphs 2 to 4	34
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 1: “The Founding Fathers”, paragraphs 1 to 5	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	16
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	"Benjamin Franklin and Electricity" (Module 1 version), paragraphs 1 to 4 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 passage.
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 4.
- 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. Follow along as I read.”

DO Read paragraphs 1 to 4 aloud. Stop at the STOP HERE line.

SAY “Our answers need to match what the passage tells us.”

Minutes 3 to 5: Model one example

SAY “My question is: What problem did lightning cause? I will look for a detail.”

POINT **Point to paragraph 2, the third sentence.**

SAY “The passage says when lightning hit houses or churches, it could start fires that destroyed entire buildings. Paragraph 2 gives me the detail I need.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. How does the lightning rod work? Find the sentence that explains it.”

EXPECT Paragraph 3: When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

IF STUCK “Reread paragraph 3. What happens when lightning strikes the rod?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY

“Now answer this question on your own: How did Benjamin Franklin's lightning rod help protect communities? Write your answer and include a detail from the passage.”

FRAME

If the teacher assigned a frame: “The lightning rod helped protect communities by _____. The passage says _____.”

IF STUCK

“Look at paragraph 4. What did the invention help protect?”

Minutes 12 to 15: Check and collect

SAY

“Read your answer again. Underline the detail you used.”

DO

Collect the response pages.

Name _____ Date _____

“Benjamin Franklin and Electricity”

▼ START READING HERE ▼

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes.

[3] Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he learned that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

[4] This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.

■ STOP HERE ■

“Benjamin Franklin and Electricity”

(continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Benjamin Franklin	BEN-juh-min FRANK-lin	an inventor and leader from early America
lightning rod	LYT-ning rod	a metal rod that protects buildings from lightning
electricity	ee-lek-TRIH-sih-tee	a form of energy found in lightning and power
inventor	in-VEN-ter	a person who creates new things

Name _____ Date _____

Find It and Prove It

Question: How did Benjamin Franklin's lightning rod help protect communities?

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

- lightning
- rod
- metal
- wire
- ground
- fires
- protect

SENTENCE FRAME

The lightning rod helped protect communities by _____. The passage says _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second detail from a different paragraph. Tell which detail better explains how the lightning rod helped and why.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Find It and Prove It. How did Benjamin Franklin's lightning rod help protect communities?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
It guided lightning safely into the ground through a wire.	3	<i>“When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.”</i>
It protected homes, barns, and churches from fires.	4	<i>“This invention helped protect homes, barns, and churches from fires caused by lightning.”</i>
Lightning used to start fires that destroyed entire buildings.	2	<i>“When lightning hit houses or churches, it could start fires that destroyed entire buildings.”</i>
Many buildings added lightning rods to their rooftops.	4	<i>“Many buildings began adding lightning rods to their rooftops.”</i>

SAMPLE RESPONSE

The lightning rod helped protect communities by guiding lightning safely into the ground. The passage says, When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

WHY IT WORKS

The answer explains how the lightning rod helped (by preventing fires) and includes a detail from the passage. Accept different wording.

COMMON MISUNDERSTANDINGS

- Describing Franklin's curiosity (paragraph 1) without explaining how the lightning rod actually works.
- Adding facts about electricity not in the passage.
- Confusing what happened before the lightning rod (fires) with how the rod works.

SUPPORTED ROUTE

Read only paragraphs 3 and 4. Rehearse the answer aloud with a partner first.

EXTENSION

Find a second detail from a different paragraph. Tell which detail better explains how the lightning rod helped 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 • “Benjamin Franklin and Electricity”, paragraphs 1 to 4

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 described the problem without the solution; 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 Founding Fathers" (Module 1 version), paragraphs 1 to 3 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 paragraph 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 17

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 3.
- 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. When we paraphrase, we keep the same meaning and the same order, but we use our own words. Follow along as I read.”

DO Read paragraphs 1 to 3 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 1, the first sentence.**

SAY “The passage says: The Founding Fathers were a group of leaders who helped create the United States of America. In my own words: The Founding Fathers were important leaders who worked together to build a new country. I kept the meaning. I changed the words.”

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

SAY “Look at the two paraphrases of paragraph 2 on your page. With your partner, decide which one keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the passage never says the colonists fought battles in paragraph 2.

IF STUCK “Read paraphrase B, then reread paragraph 2. Does the passage say they fought battles in this paragraph?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase paragraph 3 on your own. Tell what happened in the same order, using your own words.”

FRAME If the teacher assigned a frame: “In 1776, leaders wrote _____. This document said _____. It also said people have _____.”

IF STUCK “What is the Declaration of Independence? What did it explain? What rights does it name?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 3. Did you keep the meaning and the order?”

DO Collect the response pages.

Name _____ Date _____

“The Founding Fathers”

▼ START READING HERE ▼

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Founding Fathers	FOWN-ding FAH-therz	leaders who helped create the United States
Declaration of Independence	DEK-luh-RAY-shun of in-dee-PEN-dens	a document that declared America free
colonies	KAH-luh-nee-z	areas of land settled by people from another country
colonists	KAH-luh-nists	people who lived in the colonies
revolution	REV-uh-LOO-shun	a fight to change a government

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 3 in your own words. Keep the same meaning and the same order.

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

- leaders
- wrote
- document
- freedom
- nation
- rights
- happiness

SENTENCE FRAME

In 1776, leaders wrote _____. This document said _____. It also said people have _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, retell paragraphs 1, 2, and 3 in order in three sentences.

Stay with the same passage and the same paragraphs.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Say It in Your Own Words. Paraphrase paragraph 3 in your own words. Keep the same meaning and the same order.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Paraphrase A keeps the meaning (colonies controlled by Britain).	2	<i>“During the late 1700s, the American colonies were controlled by Great Britain.”</i>
Part 1: In 1776, leaders wrote the Declaration of Independence.	3	<i>“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”</i>
Part 2: it explained why the colonies wanted freedom.	3	<i>“This document explained why the colonies wanted to become a free nation.”</i>
Part 3: it said people have rights like life, liberty, and the pursuit of happiness.	3	<i>“It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.”</i>

SAMPLE RESPONSE

In 1776, some important leaders wrote a paper called the Declaration of Independence. It told everyone why the colonies wanted to be their own country. It also said that all people deserve certain rights, like freedom and the chance to be happy.

WHY IT WORKS

The paraphrase keeps all three ideas of paragraph 3 in the same order and uses new words.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word.
- Changing the order of events.
- Adding details about the Revolution that are not in paragraph 3.
- Leaving out the rights named in the document.

SUPPORTED ROUTE

Paraphrase only the first sentence of paragraph 3. Say it aloud to a partner before writing.

EXTENSION

After your paraphrase, retell paragraphs 1, 2, and 3 in order 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 Founding Fathers”, paragraphs 1 to 3

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 left out the rights. 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	"Benjamin Franklin and Electricity" (Module 1 version), paragraphs 2 to 4 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 how the lightning rod works, label each part with words from the passage and the paragraph number, and explain how the drawing shows the text.
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 2 to 4.
- 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 passage. **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 passage. Our drawing must show what the text says. Follow along as I read.”

DO Read paragraphs 2 to 4 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 3, the third sentence.**

SAY “Paragraph 3 says the lightning rod is a metal rod placed on top of a building that connects to a wire running into the ground. I will draw a building with a rod on top and a wire going down.”

DO Sketch a simple building with a rod and wire on the board and label it.

Minutes 5 to 7: Let partners try

SAY “With your partner, find two more details from paragraphs 2 to 4 that you could add to the drawing.”

EXPECT Lightning striking the rod; electricity traveling through the wire; homes, barns, and churches being protected.

IF STUCK “Reread paragraph 3, last sentence. What happens when lightning strikes the rod?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Draw how the lightning rod works. Label at least three details. Then write how your drawing shows the passage's explanation.”

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

IF STUCK “Point to one thing you drew. Where does the passage say that?”

Minutes 12 to 15: Check and collect

SAY “Check your labels. Does each one have a paragraph number?”

DO Collect the sketch pages.

Name _____ Date _____

“Benjamin Franklin and Electricity”

Paragraph numbers match the Module 1 passage. Paragraphs before [2] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes.

[3] Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he learned that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

[4] This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Benjamin Franklin	BEN-juh-min FRANK-lin	an inventor and leader from early America
lightning rod	LYT-ning rod	a metal rod that protects buildings from lightning
electricity	ee-lek-TRIH-sih-tee	a form of energy found in lightning and power

Name _____ Date _____

Sketch, Label, and Explain

Question: How does the lightning rod protect a building? Show it in your drawing, then explain it.

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

lightning

rod

metal

wire

ground

building

electricity

SENTENCE FRAME

My drawing shows _____. The passage says _____ (paragraph ____).

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption explaining what would happen to a building without a lightning rod, using a detail from paragraph 2.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. How does the lightning rod protect a building? Show it in your drawing, then explain it.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
A building with a metal rod on top	3	<i>“He invented the lightning rod, a metal rod placed on top of a building.”</i>
A wire running from the rod into the ground	3	<i>“that connects to a wire running into the ground.”</i>
Lightning striking the rod	3	<i>“When lightning strikes the rod, the electricity travels safely through the wire.”</i>
Homes, barns, and churches protected	4	<i>“This invention helped protect homes, barns, and churches from fires caused by lightning.”</i>

SAMPLE RESPONSE

My drawing shows a building with a lightning rod on top connected to a wire going into the ground. The passage says, When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building (paragraph 3).

WHY IT WORKS

Each labeled detail can be found in paragraphs 2 to 4. The drawing shows how the rod works.

COMMON MISUNDERSTANDINGS

- Drawing Franklin flying a kite (not in these paragraphs).
- Labeling without paragraph numbers.
- Drawing only lightning without the rod and wire system.

SUPPORTED ROUTE

Draw a building with a rod on top. Use the word bank to label three parts.

EXTENSION

Add a caption explaining what would happen to a building without a lightning rod, using a detail from paragraph 2.

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 • “Benjamin Franklin and Electricity”, paragraphs 2 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Illustrating an important idea with labels taken from the passage (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 text; students who drew things not in the passage. 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 Founding Fathers" (Module 1 version), paragraphs 2 to 4 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 passage 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 2 to 4.
- 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. Follow along as I read the passage.”

DO Read paragraphs 2 to 4 aloud. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “I will fix sentence 1. Why was the British government unfair?”

POINT **Point to paragraph 2, the second sentence.**

SAY “The passage says the British government made laws and taxes without asking the colonists for their opinions. My revision: The colonists thought the British government was unfair because it made laws and taxes without asking them. Now the reader knows why.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: The leaders wrote an important document. With your partner, find a detail that tells us more about this document.”

EXPECT Paragraph 3: It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.

IF STUCK “Reread paragraph 3. What rights does the document name?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

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

FRAME If the teacher assigned a frame: “Sentence 3 revised: They wrote the Constitution to explain _____.”

IF STUCK “Reread paragraph 4. What was the Constitution for?”

Minutes 12 to 15: Check and collect

SAY “Read the old draft and your new draft aloud. Is the idea clearer now?”

DO Collect the revision pages.

Name _____ Date _____

“The Founding Fathers”

Paragraph numbers match the Module 1 passage. Paragraphs before [2] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.

[4] After the colonies won the American Revolution, the new country needed a strong government. Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.

■ STOP HERE ■

“The Founding Fathers” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Founding Fathers	FOWN-ding FAH-therz	leaders who helped create the United States
Declaration of Independence	DEK-luh-RAY-shun of in-dee-PEN-dens	a document that declared America free
Constitution	KON-stih-TOO-shun	the plan for the American government
colonies	KAH-luh-neeZ	areas of land settled by people from another country

Name _____ Date _____

Make One Helpful Change

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

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

- unfair
- taxes
- rights
- liberty
- happiness
- Constitution
- freedoms

SENTENCE FRAME

Sentence 3 revised: They wrote the Constitution to explain _____.

Name _____ Date _____

Make One Helpful Change: Extension

Combine two sentences using because or so, and explain how the change helps the reader.

Stay with the same passage and the same paragraphs.

Answer and Support Guide

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

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 1: add that Britain made laws and taxes without asking colonists.	2	<i>“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.”</i>
Sentence 2: add what the Declaration said about rights.	3	<i>“It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.”</i>
Sentence 2: add why the colonies wanted to be free.	3	<i>“This document explained why the colonies wanted to become a free nation.”</i>
Sentence 3: add that the Constitution explained how the government would work.	4	<i>“Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work.”</i>
Sentence 3: add that they wanted fair laws.	4	<i>“They wanted to create laws that were fair and protect the freedoms of the people.”</i>

SAMPLE RESPONSE

The leaders wrote the Declaration of Independence, which said people have certain rights, such as life, liberty, and the pursuit of happiness.

WHY IT WORKS

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

COMMON MISUNDERSTANDINGS

- Adding details about battles or wars not in paragraphs 2 to 4.
- Fixing only spelling or capital letters.

SUPPORTED ROUTE

Use the detail cards on the supported page.

EXTENSION

Combine two sentences 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 Founding Fathers”, paragraphs 2 to 4

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 outside paragraphs 2 to 4; students who edited instead of adding. 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	"The Founding Fathers" (Module 1 version), paragraphs 1 to 5 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 how the Founding Fathers helped create the United States.
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 5.
- 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. Follow along as I read.”

DO Read paragraphs 1 to 5 aloud.

Minutes 3 to 5: Model one example

SAY “My thesis (central idea) is: The Founding Fathers helped create the United States by writing important documents. Paragraph 3 says they wrote the Declaration of Independence.”

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

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail about what the Founding Fathers did.”

EXPECT Paragraph 4: They wrote the Constitution. Paragraph 5: They showed leadership, courage, and determination.

IF STUCK “Reread paragraph 4. What other document did they write?”

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 passage.”

FRAME

If the teacher assigned a frame: “The Founding Fathers helped create the United States by _____. The passage says _____.”

IF STUCK

“What important document did they write? Find it in the passage.”

Minutes 12 to 15: Check and collect

SAY

“Read your piece. Does it have a thesis (central idea) and a detail from the passage?”

DO

Collect the informational pieces.

Name _____ Date _____

“The Founding Fathers”

▼ START READING HERE ▼

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.

[4] After the colonies won the American Revolution, the new country needed a strong government. Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.

“The Founding Fathers” (continued)

[5] The Founding Fathers showed leadership, courage, and determination as they helped form a new nation. Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.

■ STOP HERE ■

“The Founding Fathers” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Founding Fathers	FOWN-ding FAH-therz	leaders who helped create the United States
Declaration of Independence	DEK-luh-RAY-shun of in-dee-PEN-dens	a document that declared America free
Constitution	KON-stih-TOO-shun	the plan for the American government
colonies	KAH-luh-neeZ	areas of land settled by people from another country

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student how the Founding Fathers helped create a new nation.

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

leaders Declaration Constitution rights freedom nation government

SENTENCE FRAME

The Founding Fathers helped create the United States by _____. The passage says _____.

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Extension

Add a second detail from a different paragraph and explain why both details matter.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student how the Founding Fathers helped create a new nation.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
They wrote the Declaration of Independence explaining why colonies should be free.	3	<i>“This document explained why the colonies wanted to become a free nation.”</i>
They wrote the Constitution explaining how the government would work.	4	<i>“Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work.”</i>
They showed leadership, courage, and determination.	5	<i>“The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.”</i>
Their influence is still important today.	5	<i>“Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.”</i>

SAMPLE RESPONSE

The Founding Fathers helped create the United States by writing important documents. The passage says they wrote the Declaration of Independence, which explained why the colonies wanted to become a free nation.

WHY IT WORKS

The piece has a thesis (central idea) and at least one detail from the passage.

COMMON MISUNDERSTANDINGS

- Writing about Benjamin Franklin's inventions instead of the Founding Fathers.
- Adding facts not in the passage.
- Writing a story instead of an informational piece.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Write about one detail from paragraph 3 or 4.

EXTENSION

Add a second detail from a different paragraph and explain why both details matter.

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 • “The Founding Fathers”, paragraphs 1 to 5

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 used details not from the passage. 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