
GRADE 3 • CLUSTER 8

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“A Place to Grow: How Geography Helps Build a Community”

*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, “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 and 2) has already been taught, so it is safe on any day of Cluster 8. 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: “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 and 2	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “A Place to Grow: How Geography Helps Build a Community”, paragraph 1	16
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 and 2	25
Step 4	Make One Helpful Change	3.11C	Module 1: “A Place to Grow: How Geography Helps Build a Community”, paragraphs 5 and 6	36
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 1: “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 to 3	47

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

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	36
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 5 Genre Snapshot: Teach Someone Something	47
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	"A Place to Grow: How Geography Helps Build a Community" (Module 1 version), paragraphs 1 and 2 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 and 2.
- 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 and 2 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 do people use water for? I will look for a detail.”

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

SAY “The passage says people need water for drinking, cooking, cleaning, farming, and caring for animals. Paragraph 2 gives me the detail I need.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. What else can rivers provide? Find the sentence.”

EXPECT Paragraph 2: Rivers can also provide fish and create routes for transportation.

IF STUCK “Reread the third sentence of paragraph 2. What can rivers do besides give water?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY

“Now answer this question: According to the passage, why is water important for communities? Write your answer and include a detail from the passage.”

FRAME

If the teacher assigned a frame: “Water is important for communities because _____. The passage says _____.”

IF STUCK

“Look at paragraph 2. What did the Nile River provide? What grew near it?”

Minutes 12 to 15: Check and collect

SAY

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

DO

Collect the response pages.

Name _____ Date _____

“A Place to Grow: How Geography Helps Build a Community”

▼ START READING HERE ▼

[1] Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges.

“A Place to Grow: How Geography Helps Build a Community” (continued)

[2] Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation. Ancient Egypt is one example. Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. The river also provided fish, drinking water, and a way to move people and goods. Instead of struggling across the hot desert, travelers could use boats on the Nile. Farmers, merchants, builders, and families all benefited from the river. Over time, villages and cities grew near the Nile. The Nile did not build those communities. People did. However, the river gave people resources they could use. This same pattern can be seen in many other places. Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

■ STOP HERE ■

“A Place to Grow: How Geography Helps Build a Community” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
geography	jee-AH-gruh-fee	the study of places and how people use them
resources	REE-sor-sez	things people need, such as water, food, and wood
community	kuh-MYOO-nuh-tee	a group of people who live and work together
fertile	FUR-tul	good for growing plants
transportation	TRANS-por-TAY-shun	ways to move people and goods

Name _____ Date _____

Find It and Prove It

Question: According to the passage, why is water important for 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

- water
- drinking
- cooking
- farming
- rivers
- fish
- transportation

SENTENCE FRAME

Water is important for communities because _____. The passage says _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second detail from paragraph 2 and explain which detail better answers the question.

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

Find It and Prove It. According to the passage, why is water important for communities?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
People need water for drinking, cooking, cleaning, farming, and caring for animals.	2	<i>“People need water for drinking, cooking, cleaning, farming, and caring for animals.”</i>
Rivers provide fish and routes for transportation.	2	<i>“Rivers can also provide fish and create routes for transportation.”</i>
The Nile gave Egyptians fertile soil for growing crops.	2	<i>“After the floodwaters went down, fertile soil remained.”</i>
Villages and cities grew near the Nile because of its resources.	2	<i>“Over time, villages and cities grew near the Nile.”</i>
Communities have often developed near water sources.	2	<i>“Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.”</i>

SAMPLE RESPONSE

Water is important for communities because people need it for drinking, cooking, cleaning, and farming. The passage says, People need water for drinking, cooking, cleaning, farming, and caring for animals.

WHY IT WORKS

The answer explains why water matters (using a specific reason from the passage) and includes a supporting detail. Accept different wording.

COMMON MISUNDERSTANDINGS

- Saying water is important without giving a specific reason from the passage.
- Adding facts about water not in today's paragraphs.
- Writing about paragraph 3 (not assigned today).

SUPPORTED ROUTE

Read only the first four sentences of paragraph 2. Use the word bank and the sentence frame.

EXTENSION

Find a second detail from paragraph 2 and explain which detail better answers the question.

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 • “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 and 2

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 gave a general reason without a passage detail; 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	"A Place to Grow: How Geography Helps Build a Community" (Module 1 version), paragraph 1 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 paragraph 1 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 paragraph 1.
- 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. Follow along as I read.”

DO Read paragraph 1 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: Every community begins in a place. In my own words: All communities start somewhere. I kept the meaning.”

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

SAY “Look at the two paraphrases of the second sentence on your page. Decide which keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the passage lists many types of places, not just one.

IF STUCK “Read paraphrase B. Does the passage say communities only start near rivers?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Paraphrase paragraph 1 in your own words. Keep the same meaning and the same order.”

FRAME If the teacher assigned a frame: “All communities start _____. The land can be _____. Geography gives people _____.”

IF STUCK “What types of places does paragraph 1 list? What does geography create?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 1. Did you keep the meaning?”

DO Collect the response pages.

Name _____ Date _____

“A Place to Grow: How Geography Helps Build a Community”

▼ **START READING HERE** ▼

[1] Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges.

■ **STOP HERE** ■

PRONUNCIATION HELP

Word	Say it	Meaning
geography	jee-AH-gruh-fee	the study of places and how people use them
community	kuh-MYOO-nuh-tee	a group of people who live and work together
fertile	FUR-tul	good for growing plants
opportunities	AH-per-TOO-nuh-teez	chances to do something helpful
challenges	CHAL-en-jez	problems or difficulties

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 1 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

- community
- place
- river
- forest
- plain
- geography
- challenges

SENTENCE FRAME

All communities start _____. The land can be _____. Geography gives people _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, write one sentence explaining why it matters where a community begins.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Say It in Your Own Words. Paraphrase paragraph 1 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 (many types of places).	1	<i>“That place might be beside a river, near a forest, across a wide plain, or close to a harbor.”</i>
Part 1: all communities start in a location.	1	<i>“Every community begins in a place.”</i>
Part 2: the land can be many different things.	1	<i>“The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.”</i>
Part 3: geography creates opportunities and challenges.	1	<i>“Wherever people live, the geography around them creates both opportunities and challenges.”</i>

SAMPLE RESPONSE

All communities start in a particular location. The land around them could be green, dry, cold, or warm. Where people live shapes the good chances and the problems they face.

WHY IT WORKS

The paraphrase keeps all ideas of paragraph 1 in the same order and uses different words.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word.
- Saying communities only start near rivers. The passage lists many types of places.
- Adding details from paragraph 2 or 3.

SUPPORTED ROUTE

Paraphrase only the first two sentences. Use the word bank and the frame.

EXTENSION

After your paraphrase, write one sentence explaining why it matters where a community begins.

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 • “A Place to Grow: How Geography Helps Build a Community”, paragraph 1

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; students who said communities only start near water. 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	"A Place to Grow: How Geography Helps Build a Community" (Module 1 version), paragraphs 1 and 2 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 a community near a river, label the resources it provides, and explain how geography helped.
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 and 2.
- 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. Follow along as I read.”

DO Read paragraphs 1 and 2 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 2, the Nile River section.**

SAY “Paragraph 2 says the river provided fish, drinking water, and a way to move people and goods. I will draw a river with boats and label it: fish, drinking water, transportation (paragraph 2).”

DO Sketch a river with boats on the board and label it.

Minutes 5 to 7: Let partners try

SAY “Find two more resources the passage mentions.”

EXPECT Fertile soil for crops (paragraph 2); farming, cooking, cleaning (paragraph 2).

IF STUCK “Reread paragraph 2. What did the Nile floods leave behind?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY

“Draw a community near a river. Label at least three resources from paragraph 2. Write how geography helped the community.”

FRAME

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

IF STUCK

“What did the river give people? Draw and label those things.”

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 _____

“A Place to Grow: How Geography Helps Build a Community”

▼ START READING HERE ▼

[1] Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges.

“A Place to Grow: How Geography Helps Build a Community” (continued)

[2] Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation. Ancient Egypt is one example. Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. The river also provided fish, drinking water, and a way to move people and goods. Instead of struggling across the hot desert, travelers could use boats on the Nile. Farmers, merchants, builders, and families all benefited from the river. Over time, villages and cities grew near the Nile. The Nile did not build those communities. People did. However, the river gave people resources they could use. This same pattern can be seen in many other places. Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

■ STOP HERE ■

“A Place to Grow: How Geography Helps Build a Community” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
geography	jee-AH-gruh-fee	the study of places and how people use them
resources	REE-sor-sez	things people need, such as water, food, and wood
fertile	FUR-tul	good for growing plants
transportation	TRANS-por-TAY-shun	ways to move people and goods

Name _____ Date _____

Sketch, Label, and Explain

Question: What resources does a community near a river have? Show them 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

- river
- fish
- water
- soil
- crops
- boats
- villages

SENTENCE FRAME

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

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption explaining what would happen without the river, using a detail from paragraph 1.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. What resources does a community near a river have? Show them in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Fish and drinking water from the river	2	<i>“The river also provided fish, drinking water, and a way to move people and goods.”</i>
Fertile soil from the floods for growing crops	2	<i>“After the floodwaters went down, fertile soil remained.”</i>
Transportation by boat on the river	2	<i>“Instead of struggling across the hot desert, travelers could use boats on the Nile.”</i>
Villages and cities growing near the river	2	<i>“Over time, villages and cities grew near the Nile.”</i>
Wheat, barley, and other crops	2	<i>“Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.”</i>

SAMPLE RESPONSE

My drawing shows a river with farms, fish, and boats. The passage says, The river also provided fish, drinking water, and a way to move people and goods (paragraph 2).

WHY IT WORKS

Each labeled detail can be found in paragraphs 1 or 2.

COMMON MISUNDERSTANDINGS

- Drawing modern buildings or highways not in the passage.
- Drawing only the desert without the river and its resources.

SUPPORTED ROUTE

Draw a river and three resources from the word bank.

EXTENSION

Add a caption explaining what would happen without the river, using a detail from paragraph 1.

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 • “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 and 2

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. 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	"A Place to Grow: How Geography Helps Build a Community" (Module 1 version), paragraphs 5 and 6 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 37

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 5 and 6.
- 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. Follow along as I read.”

DO Read paragraphs 5 and 6 aloud. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “I will fix sentence 1. What kinds of transportation does the passage describe?”

POINT **Point to paragraph 5.**

SAY “The passage lists boats, wagons, and automobiles. My revision: Communities need transportation, such as boats on rivers, wagons on trails, and automobiles on roads. Now the reader has examples.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: Geography affects the jobs people do. Find a detail that gives examples.”

EXPECT Paragraph 6: Near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders.

IF STUCK “Reread paragraph 6. What jobs did people near the Nile do?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

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

FRAME If the teacher assigned a frame: “Sentence 2 revised: Geography affects jobs because _____.”

IF STUCK “Reread paragraph 6. What jobs did people in forested areas do?”

Minutes 12 to 15: Check and collect

SAY “Read both drafts aloud. Is the idea clearer now?”

DO Collect the revision pages.

Name _____ Date _____

“A Place to Grow: How Geography Helps Build a Community”

Paragraph numbers match the Module 1 passage. Paragraphs before [5] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[5] As communities grow, people need ways to move. The type of transportation they use often depends on geography and technology. Ancient Egyptians used boats on the Nile. People connected to Poverty Point traveled along waterways. The Pilgrims crossed the Atlantic Ocean by ship. Frontier families moved by wagon. Later, automobiles changed how quickly people could travel between towns and cities. Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families. As cars became more common, communities built and improved roads. People could travel farther for work, shopping, school, and recreation. Transportation can change how communities connect. A river can become a trade route. A harbor can connect a settlement to distant places. A road can connect a small town to a larger city. New forms of transportation can make the distance between communities seem smaller.

“A Place to Grow: How Geography Helps Build a Community” (continued)

[6] Where people live can also influence the jobs they do. Near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders. In forested areas, people might work with timber. In farming communities, people may grow crops or raise animals. Near waterways, people may fish, trade, transport goods, or build boats. As technology changes, new kinds of work appear. A location does not decide a person's future, but geography can create opportunities that affect how a community develops. This helps explain why communities in different places often look and operate differently.

■ STOP HERE ■

“A Place to Grow: How Geography Helps Build a Community” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
geography	jee-AH-gruh-fee	the study of places and how people use them
transportation	TRANS-por-TAY-shun	ways to move people and goods
resources	REE-sor-sez	things people need, such as water, food, and wood
community	kuh-MYOO-nuh-tee	a group of people who live and work together

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

- transportation
- boats
- wagons
- automobiles
- farmers
- fishermen
- timber

SENTENCE FRAME

Sentence 2 revised: Geography affects jobs because _____.

Name _____ Date _____

Make One Helpful Change: Extension

Combine two sentences using because or so.

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

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 examples of transportation (boats, wagons, automobiles).	5	<i>“Ancient Egyptians used boats on the Nile. People connected to Poverty Point traveled along waterways. The Pilgrims crossed the Atlantic Ocean by ship. Frontier families moved by wagon.”</i>
Sentence 1: add that Henry Ford made cars more affordable.	5	<i>“Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families.”</i>
Sentence 2: add jobs near the Nile (farmers, fishermen, merchants).	6	<i>“Near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders.”</i>
Sentence 2: add that people in forests worked with timber.	6	<i>“In forested areas, people might work with timber.”</i>
Sentence 3: add that geography creates opportunities.	6	<i>“A location does not decide a person's future, but geography can create opportunities that affect how a community develops.”</i>

SAMPLE RESPONSE

Geography affects the jobs people do because near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders.

WHY IT WORKS

Each revision adds one relevant detail from paragraphs 5 or 6.

COMMON MISUNDERSTANDINGS

- Adding details from paragraphs 1 to 4 (not today's assigned paragraphs).
- Fixing only spelling.

SUPPORTED ROUTE

Use the detail cards. Choose one that fits sentence 2 or 3.

EXTENSION

Combine two sentences using because or so.

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 • “A Place to Grow: How Geography Helps Build a Community”, paragraphs 5 and 6

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 paragraphs 1 to 4. 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	"A Place to Grow: How Geography Helps Build a Community" (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	Write a short informational piece that teaches a younger student why geography matters for communities.
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 48

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: 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 3 aloud.

Minutes 3 to 5: Model one example

SAY “My thesis (central idea) is: Geography matters because it gives communities the resources they need. Paragraph 2 says communities developed near water because it makes daily life possible.”

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

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail about how geography helps.”

EXPECT Paragraph 3: forests provide wood, harbors provide access for ships, good soil supports farming.

IF STUCK “Reread paragraph 3. What resources did the Pilgrims find at Plymouth?”

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.”

FRAME If the teacher assigned a frame: “Geography matters for communities because _____. The passage says _____.”

IF STUCK “What is one resource that geography provides? Find it in paragraph 2 or 3.”

Minutes 12 to 15: Check and collect

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

DO Collect the pieces.

Name _____ Date _____

“A Place to Grow: How Geography Helps Build a Community”

▼ START READING HERE ▼

[1] Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges.

“A Place to Grow: How Geography Helps Build a Community” (continued)

[2] Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation. Ancient Egypt is one example. Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. The river also provided fish, drinking water, and a way to move people and goods. Instead of struggling across the hot desert, travelers could use boats on the Nile. Farmers, merchants, builders, and families all benefited from the river. Over time, villages and cities grew near the Nile. The Nile did not build those communities. People did. However, the river gave people resources they could use. This same pattern can be seen in many other places. Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

“A Place to Grow: How Geography Helps Build a Community” (continued)

[3] Water is important, but communities need other resources too. People have often looked at the land around them and asked, What can we use? Forests can provide wood. Grasslands can provide space for grazing animals and growing certain crops. Rivers can provide water and transportation. Coastal areas can provide fish and access to waterways. Good soil can support farming. The Pilgrims who arrived in present-day Massachusetts in 1620 also had to think about their environment. After crossing the Atlantic Ocean on the Mayflower, they needed a place where they could establish their settlement. They eventually settled at Plymouth, an area within the homeland of the Wampanoag people and a place that had previously been home to the Patuxet people. The location offered resources the English settlers needed. Fresh water was nearby. Forests provided timber that could be used for shelters and fires. The harbor provided access for ships. Land that had previously been cleared could be used for planting. The settlers still faced enormous challenges, especially during their first winter, but geography affected the choices they made. The same idea can be seen on the American frontier many years later. Families such as the Ingalls family, whose experiences Laura Ingalls Wilder later described in her books, lived in several different environments. In forested areas, wood was available for building. On open grasslands, trees could be harder to find, so people sometimes used other materials. People adapted their homes, work, transportation, and daily routines to the environments in which they lived.

■ STOP HERE ■

“A Place to Grow: How Geography Helps Build a Community” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
geography	jee-AH-gruh-fee	the study of places and how people use them
resources	REE-sor-sez	things people need, such as water, food, and wood
community	kuh-MYOO-nuh-tee	a group of people who live and work together
fertile	FUR-tul	good for growing plants
transportation	TRANS-por-TAY-shun	ways to move people and goods

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student why geography matters for communities, using details from the passage.

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

geography resources water rivers forests soil communities

SENTENCE FRAME

Geography matters for communities because _____. The passage says _____.

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Extension

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

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student why geography matters for communities, using details from the passage.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Water provides drinking, cooking, farming, and transportation.	2	<i>“People need water for drinking, cooking, cleaning, farming, and caring for animals.”</i>
Forests provide wood for building.	3	<i>“Forests can provide wood.”</i>
Good soil supports farming.	3	<i>“Good soil can support farming.”</i>
Communities develop near resources like rivers and coastlines.	2	<i>“Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.”</i>

SAMPLE RESPONSE

Geography matters for communities because the land and water around them provide important resources. The passage says, Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

WHY IT WORKS

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

COMMON MISUNDERSTANDINGS

- Writing about only one community instead of explaining why geography matters generally.
- Adding facts not in the passage.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Write about one detail from paragraph 2 or 3.

EXTENSION

Add a second detail from a different paragraph and explain why both 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 • “A Place to Grow: How Geography Helps Build a Community”, paragraphs 1 to 3

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). 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