
GRADE 3 • PREPARE

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“The Mystery of the Traveling Shell”

*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

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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, “The Mystery of the Traveling Shell”, paragraphs 1 to 8) has already been taught, so it is safe on any day of PREPARE.

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: “The Mystery of the Traveling Shell”, paragraphs 1 to 8	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “The Mystery of the Traveling Shell”, paragraphs 5 to 7	16
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “The Mystery of the Traveling Shell”, paragraphs 3 to 7	25
Step 4	Make One Helpful Change	3.11C	Module 1: “The Mystery of the Traveling Shell”, paragraphs 5 to 8	34
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 1: “The Mystery of the Traveling Shell”, paragraphs 9 to 15	43

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.

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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	"The Mystery of the Traveling Shell" (Module 1 version), paragraphs 1 to 8 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 8.
- 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 8 aloud. Stop at the STOP HERE line. Do not read ahead.

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

Minutes 3 to 5: Model one example

SAY “My question is: What was Emsy's first clue? I will look for a detail that answers that question.”

POINT **Point to paragraph 5.**

SAY “The passage says her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland. Paragraph 5 gives me the detail I need.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. What was Emsy's third clue? Find the sentence that tells you.”

EXPECT Paragraph 7: The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers.

IF STUCK “Reread paragraph 7. What did the map show?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY “Now answer this question on your own: What clues did Emsy use to figure out the seashell had traveled a long distance? Choose one clue and include a detail from the passage that supports it.”

FRAME If the teacher assigned a frame: “One clue Emsy found was _____. The passage says _____.”

IF STUCK “Look at paragraphs 5, 6, 7, or 8. Each one describes a different clue. Pick one.”

Minutes 12 to 15: Check and collect

SAY “Read your answer again. Underline the detail you used. Point to the place in the passage that supports it. Make a change if your answer does not match the text.”

DO Collect the response pages.

Name _____ Date _____

“The Mystery of the Traveling Shell”

▼ START READING HERE ▼

[1] Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.

[2] "That's strange," she whispered. "Why would a seashell be here?"

[3] The label said the shell had been found at Poverty Point, far from the ocean.

[4] Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?"

[5] Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.

[6] Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said.

[7] Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.

[8] Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.

■ STOP HERE ■

“The Mystery of the Traveling Shell”

(continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Emsy	EM-zee	the student investigating the mystery
Poverty Point	PAH-ver-tee POYNT	an ancient site in present-day Louisiana
inland	IN-land	far from the coast or ocean
Mississippi River	MIS-uh-SIP-ee RIV-er	a major river in the United States
archaeologists	ar-kee-AH-luh-jists	scientists who study objects from long ago
copper	KAH-per	a reddish metal used for tools and objects

Name _____ Date _____

Find It and Prove It

Question: What clues did Emsy use to figure out the seashell had traveled a long distance?

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

shell coastal inland map rivers distance clue

SENTENCE FRAME

One clue Emsy found was _____. The passage says _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second clue from a different paragraph. Tell which clue you think was most important and why.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Find It and Prove It. What clues did Emsy use to figure out the seashell had traveled a long distance?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
The shell came from a coastal area, but Poverty Point was inland.	5	<i>“Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.”</i>
The distance from the coast to Poverty Point was too far for a shell to roll by itself.	6	<i>“That is much too far for a shell to roll by itself.”</i>
Large rivers could have helped people move the shell from place to place.	7	<i>“People at Poverty Point traveled along rivers, which could have helped them move from place to place.”</i>
Archaeologists found other materials from far away, like copper.	8	<i>“Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.”</i>

SAMPLE RESPONSE

One clue Emsy found was that the shell came from a coastal area, but Poverty Point was far inland. The passage says, It came from a coastal area, but Poverty Point was inland.

WHY IT WORKS

The answer names a specific clue (paragraphs 5, 6, 7, or 8) and includes a supporting detail from the passage. Accept different wording. A student may choose any of the four clues.

COMMON MISUNDERSTANDINGS

- Naming a clue without providing a detail from the passage.
- Confusing the clues with the conclusion (paragraph 13). The question asks about clues, not the final answer.
- Adding details not in the passage, such as guessing how old the shell is.

SUPPORTED ROUTE

Read only paragraphs 5 and 6. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

EXTENSION

Find a second clue from a different paragraph. Tell which clue you think was most important 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 • “The Mystery of the Traveling Shell”, paragraphs 1 to 8

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 confused clues with the conclusion; students who needed the frame to begin. 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 Mystery of the Traveling Shell" (Module 1 version), paragraphs 5 to 7 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 5 to 7.
- 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 5 to 7 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 5.**

SAY “Paragraph 5 says: Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland. In my own words: Emsy noticed the shell was from near the ocean, but Poverty Point was far from any coast. I kept the meaning and the order. I changed the words.”

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

SAY “Look at the two paraphrases of paragraph 6 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 Emsy could see the ocean from the museum.

IF STUCK “Read paraphrase B, then reread paragraph 6. Does the passage say Emsy could see the ocean?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase paragraph 7 on your own. Tell what happened in the same order, using your own words. Do not add anything the paragraph does not say.”

FRAME If the teacher assigned a frame: “The third clue was _____. The map showed _____. People could have _____.”

IF STUCK “What did the map show? What did people do along the rivers?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 7. Did you keep the meaning? Did you keep the order? Did you use your own words? Fix one thing if you need to.”

DO Collect the response pages.

Name _____ Date _____

“The Mystery of the Traveling Shell”

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

▼ START READING HERE ▼

[5] Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.

[6] Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said.

[7] Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Emsy	EM-zee	the student investigating the mystery
Poverty Point	PAH-ver-tee POYNT	an ancient site in present-day Louisiana
Mississippi River	MIS-uh-SIP-ee RIV-er	a major river in the United States
inland	IN-land	far from the coast or ocean

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 7 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

clue map rivers Mississippi traveled move place

SENTENCE FRAME

The third clue was _____. The map showed _____. People could have _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, retell paragraphs 5, 6, and 7 in order in three sentences, one sentence for each paragraph.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Say It in Your Own Words. Paraphrase paragraph 7 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 is the correct choice.	6	<i>“Emsy traced the distance from the coast to Poverty Point with her finger.”</i>
Part 1: the third clue was the most interesting.	7	<i>“Her third clue was even more interesting.”</i>
Part 2: the map showed large rivers near Poverty Point.	7	<i>“The map showed large rivers, including the Mississippi and Ohio Rivers.”</i>
Part 3: people traveled along rivers and could move things.	7	<i>“People at Poverty Point traveled along rivers, which could have helped them move from place to place.”</i>

SAMPLE RESPONSE

Emsy found something even more surprising on a map. It showed big rivers near Poverty Point, like the Mississippi and Ohio Rivers. People living there used those rivers to travel and carry things from one place to another.

WHY IT WORKS

The paraphrase keeps all three ideas of paragraph 7 in the same order (the clue was interesting, the map showed rivers, people traveled along them) and uses new words.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word. Ask: How would you say that to a friend?
- Changing the order, such as talking about travel before mentioning the map.
- Adding ideas that are not in paragraph 7 (for example, what they traded).
- Leaving out the rivers, which are the key detail in this paragraph.

SUPPORTED ROUTE

Paraphrase only the last sentence of paragraph 7. Say it aloud to a partner before writing. Use the word bank and the frame on the supported page.

EXTENSION

After your paraphrase, retell paragraphs 5, 6, and 7 in order in three sentences, one sentence for each paragraph.

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 Mystery of the Traveling Shell”, paragraphs 5 to 7

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 rivers. 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	"The Mystery of the Traveling Shell" (Module 1 version), paragraphs 3 to 7 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	Add passage details to a scene, label each one with a 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 3 to 7.
- 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, and every label must come from the passage. Follow along as I read.”

DO Read paragraphs 3 to 7 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 3.**

SAY “Paragraph 3 says the shell had been found at Poverty Point, far from the ocean. I will draw a simple museum case with a shell inside and label it: seashell, Poverty Point, far from the ocean (paragraph 3).”

DO Sketch a simple display case with a shell on the board and write the label beside it.

Minutes 5 to 7: Let partners try

SAY “With your partner, find two more things in paragraphs 5 to 7 that you could draw. Put your finger on the words.”

EXPECT A map with rivers (paragraph 7); the distance from the coast (paragraph 6); a coastal area and an inland area (paragraph 5).

IF STUCK “Reread paragraph 7. What did the map show? Could you draw a map?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Add at least three details from the passage to your scene. Label each one with words from the passage and the paragraph number. Then write how your drawing shows the clues Emsy found.”

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? Write that paragraph number.”

Minutes 12 to 15: Check and collect

SAY “Check your labels. Does each one have a paragraph number? Does your explanation use a detail from the passage? Coloring is fine only after the labels and explanation are done.”

DO Collect the sketch pages.

Name _____ Date _____

“The Mystery of the Traveling Shell”

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

▼ **START READING HERE** ▼

- [3] The label said the shell had been found at Poverty Point, far from the ocean.
- [4] Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?"
- [5] Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.
- [6] Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said.
- [7] Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.

■ **STOP HERE** ■

PRONUNCIATION HELP

Word	Say it	Meaning
Emsy	EM-zee	the student investigating the mystery
Poverty Point	PAH-ver-tee POYNT	an ancient site in present-day Louisiana
inland	IN-land	far from the coast or ocean
Mississippi River	MIS-uh-SIP-ee RIV-er	a major river in the United States
archaeologists	ar-kee-AH-luh-jists	scientists who study objects from long ago

Name _____ Date _____

Sketch, Label, and Explain

Question: What clues helped Emsy solve the mystery? 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

- seashell
- museum
- map
- rivers
- coast
- inland
- distance

SENTENCE FRAME

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

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption under the scene that answers the question with two details from two different paragraphs.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. What clues helped Emsy solve the mystery? Show them in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Museum display case with a seashell	3	<i>"The label said the shell had been found at Poverty Point, far from the ocean."</i>
Coastal area and inland Poverty Point	5	<i>"It came from a coastal area, but Poverty Point was inland."</i>
Map showing distance from coast	6	<i>"Emsy traced the distance from the coast to Poverty Point with her finger."</i>
Rivers on the map (Mississippi, Ohio)	7	<i>"The map showed large rivers, including the Mississippi and Ohio Rivers."</i>
People traveling along rivers	7	<i>"People at Poverty Point traveled along rivers, which could have helped them move from place to place."</i>

SAMPLE RESPONSE

My drawing shows a map with rivers and Poverty Point far from the coast. The passage says, People at Poverty Point traveled along rivers, which could have helped them move from place to place (paragraph 7).

WHY IT WORKS

Each labeled detail can be found in paragraphs 3 to 7. Drawings can look very different; judge the labels and the explanation, not the art.

COMMON MISUNDERSTANDINGS

- Drawing things not in the passage, such as boats or people trading (those ideas come later in the passage).
- Coloring or decorating without labels. The labels and explanation are the assignment.
- An explanation that only lists what was drawn without saying what the passage says.

SUPPORTED ROUTE

Draw three details chosen from the word bank on the supported page. Tell a partner what each drawing shows before writing the frame.

EXTENSION

Add a caption under the scene that answers the question with two details from two different paragraphs.

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 • “The Mystery of the Traveling Shell”, paragraphs 3 to 7

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 needed the word bank to choose details. 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 Mystery of the Traveling Shell" (Module 1 version), paragraphs 5 to 8 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 5 to 8.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Make One Helpful Change

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

Minutes 0 to 3: Read together

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

DO Read paragraphs 5 to 8 aloud. Stop at the STOP HERE line. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “This writer has an idea, but the reader needs one more helpful detail. I will fix sentence 1. How do we know the shell traveled far?”

POINT **Point to paragraph 5.**

SAY “The passage says: It came from a coastal area, but Poverty Point was inland. My revision: Emsy found a seashell at Poverty Point, which was far from the coast where shells are found. Now the reader understands why it was strange.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: Emsy looked at a map. With your partner, find a detail that tells us what she saw on the map.”

EXPECT Paragraph 7: The map showed large rivers, including the Mississippi and Ohio Rivers.

IF STUCK “Reread paragraph 7. What did the map show?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

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

FRAME If the teacher assigned a frame: “Sentence 3 revised: Other objects from far away were also found, such as _____.”

IF STUCK “Reread paragraph 8. What else did archaeologists find?”

Minutes 12 to 15: Check and collect

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

DO Collect the revision pages. Remind students that their own ongoing writing will be revised with their teacher.

Name _____ Date _____

“The Mystery of the Traveling Shell”

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

▼ **START READING HERE** ▼

- [5] Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.
- [6] Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said.
- [7] Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.
- [8] Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.

■ **STOP HERE** ■

PRONUNCIATION HELP

Word	Say it	Meaning
Emsy	EM-zee	the student investigating the mystery
Poverty Point	PAH-ver-tee POYNT	an ancient site in present-day Louisiana
archaeologists	ar-kee-AH-luh-jists	scientists who study objects from long ago
Mississippi River	MIS-uh-SIP-ee RIV-er	a major river in the United States
copper	KAH-per	a reddish metal used for tools and objects

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

- coastal
- inland
- rivers
- Mississippi
- copper
- archaeologists
- far away

SENTENCE FRAME

Sentence 3 revised: Other objects from far away were also found, such as _____.

Name _____ Date _____

Make One Helpful Change: Extension

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

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

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

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 1: add that the shell was from a coastal area but Poverty Point was inland.	5	<i>“It came from a coastal area, but Poverty Point was inland.”</i>
Sentence 2: add what rivers the map showed.	7	<i>“The map showed large rivers, including the Mississippi and Ohio Rivers.”</i>
Sentence 2: add how people used the rivers.	7	<i>“People at Poverty Point traveled along rivers, which could have helped them move from place to place.”</i>
Sentence 3: add that copper was also found far away.	8	<i>“Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.”</i>

SAMPLE RESPONSE

Emsy looked at a map that showed large rivers, including the Mississippi and Ohio Rivers, near Poverty Point.

WHY IT WORKS

Each revision adds one relevant detail from paragraphs 5 to 8 that answers a reader's question. Many revisions are acceptable.

COMMON MISUNDERSTANDINGS

- Adding a detail that is not in the passage (such as what the shell looked like underwater).
- Fixing only spelling or capital letters. Editing is not today's goal; today we add a detail.

SUPPORTED ROUTE

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

EXTENSION

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

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

Return-to-Teacher Note

Step 4 • Make One Helpful Change • Module 1 • “The Mystery of the Traveling Shell”, paragraphs 5 to 8

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 not found in the passage; students who edited instead of adding a detail. Names and notes:
Questions or misunderstandings	

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

Start Here: Genre Snapshot: Teach Someone Something

Today's lesson	Genre Snapshot: Teach Someone Something (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"The Mystery of the Traveling Shell" (Module 1 version), paragraphs 9 to 15 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 Emsy solved the mystery of the traveling shell.
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 44

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 9 to 15.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Genre Snapshot: Teach Someone Something

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

Minutes 0 to 3: Read together

SAY “Today you will write a short informational piece for a younger student. Your job is to teach that student how Emsy solved the mystery. Follow along as I read.”

DO Read paragraphs 9 to 15 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

SAY “I need a thesis (central idea) first. My thesis (central idea) is: Emsy figured out the seashell reached Poverty Point through long-distance trade. Now I need one detail. Paragraph 11 says people could trade what they had for valuable goods from other places. That supports my thesis (central idea).”

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

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail from the passage that helps explain how Emsy solved the mystery.”

EXPECT Paragraph 9: several objects from distant places make a pattern. Paragraph 14: she listed her evidence.

IF STUCK “Reread paragraph 14. What evidence did Emsy list?”

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. Remember, you are teaching a younger student, so make your writing clear.”

FRAME If the teacher assigned a frame: “Emsy solved the mystery because _____. The passage explains that _____.”

IF STUCK “Look at your thesis (central idea). What helped Emsy figure it out? Find that sentence in the passage.”

Minutes 12 to 15: Check and collect

SAY “Read your piece to yourself. Does it have a thesis (central idea)? Does it teach the reader something true from the passage?”

DO Collect the informational pieces.

Name _____ Date _____

“The Mystery of the Traveling Shell”

Paragraph numbers match the Module 1 passage. Paragraphs before [9] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[9] "One traveling object could be an accident," Emsy thought. "But several objects from distant places make a pattern."

[10] She wrote one last question in her notebook: Why would people bring these things so far?

[11] The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places.

[12] Emsy smiled and wrote her final claim:

[13] The seashell probably reached Poverty Point through long-distance trade.

[14] Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too.

[15] Mystery solved.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Emsy	EM-zee	the student investigating the mystery
Poverty Point	PAH-ver-tee POYNT	an ancient site in present-day Louisiana
scarcity	SKAIR-suh-tee	when something people need is hard to find
trade	trayd	exchanging goods or resources with others
archaeologists	ar-kee-AH-luh-jists	scientists who study objects from long ago

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student how Emsy figured out the seashell reached Poverty Point through trade.

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

- trade
- scarcity
- pattern
- evidence
- claim
- distant
- resources

SENTENCE FRAME

Emsy solved the mystery because _____. The passage explains that _____.

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Extension

Add a second detail from a different paragraph. Explain why both details help teach a younger student about the mystery.

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

Genre Snapshot: Teach Someone Something. Teach a younger student how Emsy figured out the seashell reached Poverty Point through trade.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Several objects from distant places made a pattern, not just one accident.	9	<i>“But several objects from distant places make a pattern.”</i>
People traded what they had for goods from other places because of scarcity.	11	<i>“People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places.”</i>
Emsy’s claim: the seashell probably reached Poverty Point through long-distance trade.	13	<i>“The seashell probably reached Poverty Point through long-distance trade.”</i>
Emsy listed her evidence: the shell came from the coast, Poverty Point was inland, rivers helped travel, and other distant materials were found.	14	<i>“Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too.”</i>

SAMPLE RESPONSE

Emsy figured out the seashell reached Poverty Point through long-distance trade. The passage explains that people did not always have every resource they needed where they lived, so they could trade what they had for valuable goods from other places.

WHY IT WORKS

The piece has a thesis (central idea) about how Emsy solved the mystery and at least one detail from paragraphs 9 to 15 that supports it.

COMMON MISUNDERSTANDINGS

- Writing about the clues (paragraphs 5 to 8) instead of the conclusion (paragraphs 9 to 15).
- Adding facts not in today's assigned paragraphs.
- Writing a story about finding a shell instead of an informational piece about how the mystery was solved.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Write about one detail from paragraph 11 or 13.

EXTENSION

Add a second detail from a different paragraph. Explain why both details help teach a younger student about the mystery.

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 Mystery of the Traveling Shell”, paragraphs 9 to 15

Substitute: _____ Date: _____ Class/Period: _____

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