

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 2 Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 2
ONE-MONTH KNOWLEDGE AND STAMINA PROGRESSION

Text Complexity and Reading Stamina

EVIDENTIARY REPORT PACKAGE

PASSAGE SET 1	LAURA INGALLS WILDER	LOW → VERY HIGH
PASSAGE SET 2	CARMEN LOMAS GARZA	LOW → VERY HIGH
DOCUMENT CONTROL	RECORD	
Intended Use	Supplemental Support Lesson Guide	
Document Type	Official Teacher-Facing Instructional Planning Report	
Version / Date	Version 1.0 August 2026	
Texts Analyzed	Eight informational biography selections: two subjects × four stamina levels	

Package Contents

Scope, organization, and intended instructional use

SECTION	CONTENTS
Section I	Overall purpose, research basis, measurement protocol, and interpretation rules
Section II	Master quantitative comparison and Cluster 2 instructional architecture
Section III	Passage Set 1: Laura Ingalls Wilder - four separate stamina reports
Section IV	Passage Set 2: Carmen Lomas Garza - four separate stamina reports
Section V	Cross-text implementation guidance, verification record, references, and final determination

Report Use

This package is designed for direct placement in the Grade 3 Supplemental Support Lesson Guide of The Writing Academy®, LLC. It documents each supplied Cluster 2 passage separately while explaining how the two biography-based passage families function across one month. The report distinguishes linguistic readability from reading stamina, knowledge demand, evidence distance, and writing-task complexity.

Source Set Overview

PASSAGE SET	STABLE CONTENT	PRIMARY INSTRUCTIONAL EXPANSION
Passage Set 1: Laura Ingalls Wilder	Frontier childhood, family movement, daily work, authorship, the Little House books, storytelling, and historical memory.	Each module adds geography, travel, housing, weather, schooling, community cooperation, publication, perspective, and legacy.
Passage Set 2: Carmen Lomas Garza	Mexican-American identity, family memories, everyday scenes, visual storytelling, bilingual books, culture, and preservation.	Each module adds artistic development, audience connection, museums and schools, representation, artist-as-historian reasoning, identity, and heritage.

Source-Fidelity Note

The supplied Cluster 2 source contains exactly two passage families and four versions of each. The first Laura Ingalls Wilder selection is not labeled Low Stamina in the source; this report designates it Low Stamina because it is the shortest and precedes the Medium, High, and Very High versions. No poem, drama, or additional version has been invented. Stamina labels describe relative placement within each four-week sequence; they are not universal grade-level categories.

Overall Purpose Statement

Using stable content to build knowledge while increasing stamina, evidence distance, and written reasoning

Official Cluster 2 Purpose Statement

Cluster 2 uses biographical and cultural continuity as an instructional scaffold. Across four modules, students revisit the same people, experiences, creative work, audiences, and legacies while each subsequent passage increases the amount of text, number of paragraphs, vocabulary density, information categories, and distance between related evidence. Because students enter each week with a growing knowledge base, they can devote more attention to sustained reading, vocabulary, cause-and-effect reasoning, comparison, evidence selection, synthesis, and writing. The purpose is not to make every numerical readability score rise; it is to increase meaningful instructional complexity while preserving access.

What Remains Stable and What Intentionally Increases

STABLE ACROSS MODULES	INTENTIONALLY INCREASES ACROSS MODULES
Same subject and recurring central ideas	Total reading volume and paragraph span
Same connection among experience, creative work, audience, and legacy	Number of details, subtopics, and relationships
Same expectation that students use textual evidence	Vocabulary density, multisyllabic load, and knowledge breadth
Same repeated routine for reading, discussion, and writing	Distance between evidence and need to organize conceptual categories
Teacher modeling followed by increasingly independent use	Inference, comparison, synthesis, and extended written explanation

Four-Week Instructional Progression

MODULE	PRIMARY READING GOAL	EVIDENCE / WRITING GOAL	RECOMMENDED TEACHER MOVE
Module 1 - Low Stamina	Establish the person, context, creative work, and central legacy claim.	Locate explicit evidence and explain one clear experience-to-impact relationship.	Model the organizer and complete a brief supported response.
Module 2 - Medium Stamina	Sustain comprehension across added geography, artistic growth, and audience detail.	Connect evidence from two or more paragraphs and distinguish repeated from new information.	Chunk the text, preview vocabulary, and rehearse orally.
Module 3 - High Stamina	Track several subtopics and conceptual categories across an extended biography.	Select strong evidence and explain how concrete details support an abstract idea.	Use paragraph-numbered annotations and category sorting.
Module 4 - Very High Stamina	Integrate the complete biography, context, influence, and historical or cultural significance.	Synthesize whole-text evidence into an extended explanation.	Increase independence after modeled vocabulary and structure support.

Research Basis and Measurement Protocol

How the Cluster 2 evidentiary profile is calculated and interpreted

RESEARCH PRINCIPLE

Three-Part Text Complexity Model

Multiple Quantitative Measures

Qualitative Informational-Text Analysis

Knowledge Building

Evidence-Based Instruction

Counting Conventions

- Word counts include student-facing passage language and exclude titles, stamina labels, and report metadata.
- Contractions, possessives, and hyphenated compounds are counted as one word; numerals are counted as one word.
- Sentence counts use terminal punctuation; paragraph counts follow the separated source paragraphs.
- Syllable counts use a pronunciation dictionary when available and a consistent fallback method for names and uncommon terms.
- Estimated reading time assumes one pass at 100-120 words per minute and excludes annotation, rereading, discussion, and writing.
- Stamina labels are interpreted relative to each passage family, not as a universal statement about all Grade 3 texts.

Grade 3 Placement Note

Several numerical estimates appear above common independent-reading expectations for Grade 3 because proper nouns, historical and artistic terminology, hyphenated identity terms, abstract cultural vocabulary, and long complex sentences increase formula values. Instructional suitability depends on prior knowledge, teacher support, purposeful rereading, visual connections, and the complexity of the assigned task.

Master Quantitative Comparison

Actual counts and professional planning estimates across all Cluster 2 selections

SELECTION	LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
Laura Ingalls Wilder	Low	247	18	5	13.7	21 (8.5%)	7.6
Laura Ingalls Wilder	Medium	461	36	9	12.8	50 (10.8%)	7.6
Laura Ingalls Wilder	High	939	76	18	12.4	126 (13.4%)	8.1
Laura Ingalls Wilder	Very High	1,390	114	27	12.2	229 (16.5%)	9.1
Carmen Lomas Garza	Low	231	15	5	15.4	35 (15.2%)	10.4
Carmen Lomas Garza	Medium	423	28	9	15.1	74 (17.5%)	10.5
Carmen Lomas Garza	High	1,012	70	20	14.5	192 (19.0%)	10.6
Carmen Lomas Garza	Very High	1,441	105	31	13.7	299 (20.7%)	10.9

What the Numbers Demonstrate

- The Laura Ingalls Wilder sequence grows from 247 to 1,390 words, a 5.63-fold increase in reading volume; paragraph span grows from 5 to 27.
- The Carmen Lomas Garza sequence grows from 231 to 1,441 words, a 6.24-fold increase; paragraph span grows from 5 to 31.
- Three-or-more-syllable density rises from 8.5% to 16.5% in the Laura set and from 15.2% to 20.7% in the Carmen set.
- The High and Very High versions require evidence retrieval across many more paragraphs and a broader range of historical, geographic, literary, artistic, cultural, and identity-related concepts.

Official Cluster 2 Finding

The passage progression is a controlled biography, knowledge, and stamina staircase. Familiar subjects and repeated ideas support access, while the actual instructional demand increases through text length, vocabulary, conceptual breadth, evidence distribution, and whole-text synthesis. Carmen Lomas Garza is the more linguistically demanding set and should receive especially deliberate vocabulary and visual support.

Cluster 2 Instructional Architecture

How two biography-based passage families progress through four modules

MODULE	STAMINA LEVEL	PRIMARY INSTRUCTIONAL FUNCTION	APPROPRIATE PRODUCT
Module 1	Low Stamina	Establish the shared biographical framework and locate local evidence.	Brief evidence-based response
Module 2	Medium Stamina	Add geography, artistic development, vocabulary, and evidence from several paragraphs.	Organized multi-sentence explanation
Module 3	High Stamina	Integrate multiple categories and connect concrete evidence with abstract ideas.	Extended response with several supports
Module 4	Very High Stamina	Synthesize the complete biography and explain historical or cultural significance.	Whole-text extended explanation

Passage–Family Progression

PASSAGE FAMILY	FOUNDATIONAL CORE	EXPANDED KNOWLEDGE AND REASONING
Laura Ingalls Wilder	Frontier childhood, family movement, authorship, Little House books, and historical learning	States and environments, travel, labor, housing, weather, schooling, community, publication, perspective, and legacy
Carmen Lomas Garza	Family memories, everyday scenes, visual storytelling, bilingual books, culture, and preservation	Artistic growth, audiences, museums/schools, representation, cultural diversity, artist-as-historian reasoning, identity, and heritage

Evidence and Writing Progression

LEVEL	EVIDENCE LOCATION	EXPECTED REASONING	APPROPRIATE PRODUCT
Low	Local details within one or two paragraphs	Identify an experience, creative choice, effect, or legacy detail	Brief evidence-based response
Medium	Across several chronological or conceptual paragraphs	Connect repeated and newly added evidence	Organized multi-sentence response
High	Across distant sections and several categories	Connect concrete examples with larger historical or cultural ideas	Extended response with multiple supports
Very High	Across the full text	Synthesize experience, creative work, audience, identity, and significance	Extended whole-text response

Challenge Without Overwhelming

Teachers may retain a shorter version for students who need reduced reading volume while preserving the same subject, central idea, evidence categories, and writing purpose. Access can vary without changing the core lesson goal; however, the assigned product should match the evidence available in the selected version.

Laura Ingalls Wilder – Low Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1A	LAURA INGALLS WILDER	Module 1 / LOW STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 18 beats across 5 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 9
Paragraph 3	Beats 10 through 13
Paragraph 4	Beats 14 through 16
Paragraph 5	Beats 17 through 18

Establishes the essential biography: frontier childhood, later authorship, the Little House books, and the idea that storytelling can keep history alive.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 1; teacher model followed by partner rereading

Informational biography / chronological historical explanation

247 total words; 138 unique words

18 punctuation-defined sentences; 5 source paragraphs

13.7 words average; 22 words longest sentence

7 sentences of 15+ words; 2 of 20+ words; 0 of 25+ words

1 syllable: 147 (59.5%); 2 syllables: 79 (32.0%); 3+ syllables: 21 (8.5%)

21 occurrences; 16 unique forms; 8.5% of passage words

7.6 - corroborating formula only; not a placement decision

2.1-2.5 minutes at 100-120 wpm; Module 1 anchor; brief supported response about how experience influenced writing

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderately Low	The main idea is stated directly: Wilder used childhood experiences to help readers understand frontier life.
Text Structure / Cohesion	Low	Five coherent paragraphs move from childhood to writing, books, storytelling impact, and legacy.
Language / Vocabulary Demand	Moderate	Mostly familiar syntax is combined with historical terms, proper nouns, and several multisyllabic abstract words.
Knowledge Demand	Moderate	Students need basic concepts of the American frontier, prairie life, authorship, and history.
Reader / Task Demand	Moderately Low	Evidence is mainly local and explicit, making this an appropriate baseline for retrieval and a short response.

Laura Ingalls Wilder – Low Stamina Linguistic and Instructional Evidence

Passage 1A | Module 1 / Low Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	experiences, understand, challenges, imagine, storytelling, important, inspire
Historical / Geographic Vocabulary	American frontier, Wisconsin, wagon, prairie, Little House books, history
Three-or-More-Syllable Examples	American, Wisconsin, difficult, adventures, experiences, storytelling, important
Morphology	remember -> remembered; interest -> interesting; experience -> experiences; story + telling; challenge -> challenges
Spelling / Orthographic Patterns	proper nouns; vowel teams in prairie and people; inflectional -ed and -ing; compound word storytelling

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The 16-word opening names the subject, profession, childhood focus, and historical setting in one clear sentence.
Organization	Five paragraphs move from childhood, to writing, to books, to storytelling effect, and finally to legacy.
Cause and Effect	Childhood experiences lead to written stories; the stories help later readers imagine and learn about frontier life.
Cohesion	Laura, books, stories, family, prairie, and history recur across the passage and keep the topic stable.
Evidence Distance	Most evidence is local, but a full explanation of significance requires details from paragraphs 1, 3, 4, and 5.
Punctuation / Sentence Variation	Conventional declarative sentences are combined with lists and one 22-word complex sentence using because and as if.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Birthplace, frontier childhood, family movement, wagon travel, prairie homes, challenges, authorship, books, readers, and legacy.
Inferential Opportunities	How childhood experiences influenced Wilder's writing and why storytelling can keep history alive.
Cross-Paragraph Evidence	Students connect childhood in paragraph 1 with writing in paragraph 2, books in paragraph 3, reader effect in paragraph 4, and legacy in paragraph 5.
Author's Craft / Structure	A concise chronological biography moves from lived experience to creative work and then to historical significance.
Writing Value	Strong for a brief explanation of how Wilder's experiences shaped her books and why the books matter.

Laura Ingalls Wilder – Low Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Meaning / Purpose	Biographical focus	“shared stories about her childhood”	¶1, Beat 1	Connects the subject’s life experience directly to her later work.
Historical Setting	Frontier life	“American frontier” and “lived in small houses on the prairie”	¶1, Beat 4	Establishes the historically specific setting and background knowledge demand.
Cause / Effect	Experience becomes writing	“began to write about the experiences she had as a child”	¶2, Beat 6	Shows how lived events become source material for authorship.
Reader Impact	Historical imagination	“helped people imagine what it was like”	¶3, Beat 13	Requires students to connect books with their effect on readers.
Syntax / Craft	Causal comparison	“because she wrote in a way that made readers feel as if...”	¶4, Beat 14	Uses a causal connector and embedded comparison in the longest sentence.
Central Idea	Legacy	“storytelling can keep history alive”	¶5, Beat 18	Supports the larger inference about why Wilder remains important.

F. Teacher-Facing Instructional Guidance

- Preview frontier, prairie, author, and storytelling before reading.
- Use a simple map to locate Wisconsin and the general prairie region.
- Ask students to state the gist of each paragraph in five to seven words.
- Model an experience -> writing -> reader effect chain using evidence from paragraphs 1-4.
- Require two pieces of evidence for a brief response about how Wilder’s experiences influenced her writing.

G. Formal Placement Rationale

Laura Ingalls Wilder – Medium Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1B	LAURA INGALLS WILDER	Module 2 / MEDIUM STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 36 beats across 9 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 9
Paragraph 3	Beats 10 through 15
Paragraph 4	Beats 16 through 19
Paragraph 5	Beats 20 through 23
Paragraph 6	Beats 24 through 27
Paragraph 7	Beats 28 through 30
Paragraph 8	Beats 31 through 33
Paragraph 9	Beats 34 through 36

Retains the anchor content while adding frontier chores, geographic movement, self-sufficiency, everyday experiences, cooperation, and a fuller explanation of why the books matter.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 2; teacher-supported or partner reading with section stops

Informational biography / chronology, description, and cause/effect

461 total words; 206 unique words

36 punctuation-defined sentences; 9 source paragraphs

12.8 words average; 22 words longest sentence

10 sentences of 15+ words; 3 of 20+ words; 0 of 25+ words

1 syllable: 271 (58.8%); 2 syllables: 140 (30.4%); 3+ syllables: 50 (10.8%)

50 occurrences; 31 unique forms; 10.8% of passage words

7.6 - corroborating formula only; not a placement decision

3.8-4.6 minutes at 100-120 wpm; Module 2 extended read; multi-paragraph evidence response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderate	The biography remains explicit but adds the larger idea that ordinary daily life can preserve history.
Text Structure / Cohesion	Moderate	Nine paragraphs combine chronology, description, examples, and cause-and-effect explanation.
Language / Vocabulary Demand	Moderate	The text adds geographic names, multisyllabic vocabulary, and abstract terms related to culture and memory.
Knowledge Demand	Moderate	Students track movement across states and understand chores, farming, dependence, and community.
Reader / Task Demand	Moderate	Students must retain information across more paragraphs and distinguish repeated anchor ideas from new details.

Laura Ingalls Wilder – Medium Stamina Linguistic and Instructional Evidence

Passage 1B | Module 2 / Medium Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	experienced, important, depended, celebrations, ordinary, understand, inspire
Historical / Geographic Vocabulary	frontier life, Wisconsin, Kansas, Minnesota, Iowa, South Dakota, grasslands
Three-or-More-Syllable Examples	Minnesota, Dakota, experienced, everyday, gatherings, celebrations, depended
Morphology	depend -> depended; celebrate -> celebrations; experience -> experienced; gather -> gatherings; enjoy -> enjoying
Spelling / Orthographic Patterns	multistate proper nouns; -tion and -ing endings; open syllables in Iowa; vowel teams in prairie

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The same 16-word anchor sentence preserves immediate access to the subject and historical focus.
Organization	Nine paragraphs expand the biography through frontier work, movement across states, daily life, authorship, readership, and legacy.
Cause and Effect	Movement and daily responsibilities create experiences; those experiences later become stories that help readers understand the past.
Cohesion	Repeated references to Laura, family, books, prairie, stories, and history link newly added paragraphs to the anchor.
Evidence Distance	Students must connect geography in paragraph 3 with writing in paragraphs 4-8 and legacy in paragraph 9.
Punctuation / Sentence Variation	Mostly controlled declarative sentences with geographic lists, contrast, repeated sentence openings, and several 20-word sentences.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Frontier work, five states, forests and grasslands, chores, everyday moments, cooperation, Little House books, and lasting readership.
Inferential Opportunities	Why ordinary experiences can become historically important stories and how movement supplied material for writing.
Cross-Paragraph Evidence	Students connect place and work in paragraphs 2-3 with authorship and meaning in paragraphs 4-9.
Author's Craft / Structure	Repeated anchor paragraphs and newly added sections make comparison of stable and expanded information visible.
Writing Value	Supports an organized multi-sentence response using evidence from different paragraphs.

Laura Ingalls Wilder – Medium Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Geography	Movement across states	“Wisconsin, Kansas, Minnesota, Iowa, and South Dakota”	¶3, Beat 11	Adds proper-noun, sequence, and map-reading demand.
Daily Life	Frontier responsibility	“helped her family with chores”	¶2, Beat 9	Provides concrete evidence of work and self-sufficiency.
Abstract Idea	Ordinary experience	“everyday life could tell an important story”	¶5, Beat 20	Moves beyond facts to an interpretive claim about daily life.
Cause / Effect	Cooperation	“depended on one another and worked together”	¶7, Beat 30	Connects cooperation with survival and problem solving.
Author’s Craft	Contrast in setting	“near forests” / “wide, open grasslands”	¶3, Beat 14	Shows how contrasting environments expand descriptive and geographic knowledge.
Whole-Text Significance	Present-day understanding	“help people understand what life was like”	¶9, Beat 36	Connects authorship, history, and current learning across the text.

F. Teacher-Facing Instructional Guidance

- Use a map to locate the five states named in paragraph 3.
- Have students mark repeated ideas in one color and newly added information in another.
- Organize added details under place, work, family, writing, and legacy.
- Preview depended, grasslands, gatherings, celebrations, and frontier life.
- Move from one local detail to two details from different paragraphs in the written response.

G. Formal Placement Rationale

Laura Ingalls Wilder – High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1C	LAURA INGALLS WILDER	Module 3 / HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 76 beats across 18 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 10
Paragraph 3	Beats 11 through 16
Paragraph 4	Beats 17 through 21
Paragraph 5	Beats 22 through 26
Paragraph 6	Beats 27 through 30
Paragraph 7	Beats 31 through 35
Paragraph 8	Beats 36 through 39
Paragraph 9	Beats 40 through 45
Paragraph 10	Beats 46 through 49
Paragraph 11	Beats 50 through 53
Paragraph 12	Beats 54 through 57
Paragraph 13	Beats 58 through 61
Paragraph 14	Beats 62 through 64
Paragraph 15	Beats 65 through 67
Paragraph 16	Beats 68 through 70
Paragraph 17	Beats 71 through 73
Paragraph 18	Beats 74 through 76

Expands the biography into multiple content clusters: settlement, travel, labor, housing, weather, family life, education, authorship, worldwide readership, and historical legacy.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 3; guided close reading with annotation and oral rehearsal

Informational biography / extended topical and chronological explanation

939 total words; 359 unique words

76 punctuation-defined sentences; 18 source paragraphs

12.4 words average; 22 words longest sentence

17 sentences of 15+ words; 4 of 20+ words; 0 of 25+ words

1 syllable: 532 (56.7%); 2 syllables: 281 (29.9%); 3+ syllables: 126 (13.4%)

126 occurrences; 67 unique forms; 13.4% of passage words

8.1 - corroborating formula only; not a placement decision

7.8-9.4 minutes at 100-120 wpm; Module 3 extended close read; category-based multi-evidence response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderately High	Students must connect Wilder's life experiences with the historical value and popularity of her books.
Text Structure / Cohesion	Moderately High	Eighteen paragraphs shift among chronological biography, topic-based description, comparison, and cause and effect.
Language / Vocabulary Demand	Moderately High	The text includes denser academic vocabulary, geographic terms, and morphologically complex words.
Knowledge Demand	Moderately High	Readers integrate history, geography, transportation, agriculture, housing, weather, schooling, and literature.
Reader / Task Demand	High	Evidence is distributed across the full text; students must synthesize rather than rely on one nearby sentence.

Laura Ingalls Wilder – High Stamina Linguistic and Instructional Evidence

Passage 1C | Module 3 / High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	opportunities, environments, contribute, available, determination, adapted, believable
Historical / Geographic Vocabulary	frontier, late 1800s, sod, one-room classroom, transportation, prairie, settlement
Three-or-More-Syllable Examples	environments, grass-covered, education, available, transportation, determination, opportunities
Morphology	transport -> transportation; educate -> education; determine -> determination; adapt -> adapted; contribute -> contribution concept
Spelling / Orthographic Patterns	hyphenated grass-covered; suffixes -tion and -ity; proper nouns; complex vowel patterns in prairie and powerful

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The familiar 16-word opening supports entry, while later sentences carry denser historical and conceptual information.
Organization	Eighteen paragraphs shift through settlement, travel, work, housing, weather, family life, schooling, writing, readership, and legacy.
Cause and Effect	Environment affects housing, weather affects work and travel, and life experiences shape Wilder's writing and historical impact.
Cohesion	Frontier, family, prairie, books, stories, and history recur across topic sections and support long-range coherence.
Evidence Distance	A complete response requires evidence from widely separated sections rather than one neighboring paragraph.
Punctuation / Sentence Variation	The text uses lists, contrasts, introductory clauses, relative clauses, and a 22-word sentence describing sod construction.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Settlement, travel, chores, housing, weather, family life, schooling, writing, book series, readership, and preservation.
Inferential Opportunities	How geography and daily conditions shaped the stories Wilder later wrote and why readers found them believable.
Cross-Paragraph Evidence	Evidence must be grouped across environment, work, education, family, authorship, and legacy sections.
Author's Craft / Structure	Topical sections inside a chronological biography show how informational writers build a broad explanation.
Writing Value	Strong for a category-based extended response with evidence from nonadjacent paragraphs.

Laura Ingalls Wilder – High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Syntax	Relative clauses	“homes from sod, which was made from... grass-covered soil”	¶6, Beat 29	Combines specialized housing vocabulary with dependent clauses.
Environment	Weather effects	“affect crops, animals, and daily activities”	¶7, Beat 35	Connects one environmental factor to several areas of life.
Transportation	Travel difficulty	“cross rivers or travel through bad weather”	¶4, Beat 20	Builds historical knowledge and cause/effect reasoning.
Education	One-room school	“one teacher might teach students of many different ages”	¶9, Beat 43	Requires readers to understand an unfamiliar schooling system.
Knowledge Integration	Multiple domains	“transportation, farming, education, and family life”	¶14, Beat 64	Requires students to integrate four historical content areas.
Author's Significance	Preservation	“preserved memories of a time”	¶18, Beat 74	Supports a whole-text claim about literature as historical preservation.

F. Teacher–Facing Instructional Guidance

- Divide the text into four labeled sections: frontier conditions, daily life, education, and writing/legacy.
- Use an evidence organizer that groups details by environment, work, family, schooling, and authorship.

- Preview environment, contribute, sod, transportation, arithmetic, and determination through morphology.
- Unpack the sentence describing sod homes and its two dependent clauses.
- Require evidence from at least three nonadjacent paragraphs in the extended response.

G. Formal Placement Rationale

Laura Ingalls Wilder – Very High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage ID	LAURA INGALLS WILDER	Module 4 / VERY HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 114 beats across 27 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 11
Paragraph 3	Beats 12 through 17
Paragraph 4	Beats 18 through 23
Paragraph 5	Beats 24 through 28
Paragraph 6	Beats 29 through 34
Paragraph 7	Beats 35 through 39
Paragraph 8	Beats 40 through 44
Paragraph 9	Beats 45 through 48
Paragraph 10	Beats 49 through 53
Paragraph 11	Beats 54 through 58
Paragraph 12	Beats 59 through 62
Paragraph 13	Beats 63 through 65
Paragraph 14	Beats 66 through 70
Paragraph 15	Beats 71 through 74
Paragraph 16	Beats 75 through 79
Paragraph 17	Beats 80 through 83
Paragraph 18	Beats 84 through 87
Paragraph 19	Beats 88 through 90
Paragraph 20	Beats 91 through 93
Paragraph 21	Beats 94 through 96
Paragraph 22	Beats 97 through 99
Paragraph 23	Beats 100 through 102
Paragraph 24	Beats 103 through 105
Paragraph 25	Beats 106 through 107
Paragraph 26	Beats 108 through 110
Paragraph 27	Beats 111 through 114

Presents the fullest account, adding named family members, farming risks, the Long Winter, community cooperation, schooling, publication, adaptations, values, and long-term legacy.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 4; chunked close reading followed by an increasingly independent whole-text reread

Informational biography / extended historical and literary explanation

1,390 total words; 530 unique words

114 punctuation-defined sentences; 27 source paragraphs

12.2 words average; 27 words longest sentence

31 sentences of 15+ words; 7 of 20+ words; 1 of 25+ words

1 syllable: 739 (53.2%); 2 syllables: 422 (30.4%); 3+ syllables: 229 (16.5%)

229 occurrences; 125 unique forms; 16.5% of passage words

9.1 - corroborating formula only; not a placement decision

11.6-13.9 minutes at 100-120 wpm; Module 4 endurance and synthesis task; extended response with thesis (central idea), evidence, and inference

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	High	Readers must connect biography, frontier adaptation, authorship, representation of daily life, and historical legacy.
Text Structure / Cohesion	High	Twenty-seven paragraphs form a long chronological-explanatory text with numerous topic shifts and embedded relationships.
Language / Vocabulary Demand	High	This version has the highest multisyllabic density in the Laura sequence and includes abstract terms such as determination, preparation, perseverance, and responsibility.
Knowledge Demand	High	Students coordinate history, geography, agriculture, weather, community, education, publishing, and literary perspective.
Reader / Task Demand	High	Successful comprehension requires sectioning, long-range retrieval, categorization, and synthesis across the complete passage.

Laura Ingalls Wilder – Very High Stamina Linguistic and Instructional Evidence

Passage 1D | Module 4 / Very High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	opportunities, determination, responsibilities, preparation, perseverance, cooperation, legacy
Historical / Geographic Vocabulary	Pepin, frontier, Long Winter, one-room school, late 1800s, publication, adaptations
Three-or-More-Syllable Examples	determination, responsibilities, preparation, education, geography, communities, transportation
Morphology	responsible -> responsibilities; prepare -> preparation; determine -> determination; cooperate -> cooperation; adventure -> adventurous
Spelling / Orthographic Patterns	quotation marks around Pa and Ma; date notation; suffixes -tion/-ity/-ous; proper nouns and place names

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The familiar opening supports continuity, but the passage soon expands into a long chronological and topical biography.
Organization	Twenty-seven paragraphs develop childhood, movement, work, farming, weather, education, community, authorship, publication, representation, and legacy.
Cause and Effect	Harvests affect winter food, storms affect transportation and supplies, cooperation supports survival, and writing preserves experience.
Cohesion	Repeated names, family references, frontier vocabulary, and writing/legacy language connect many topic shifts.
Evidence Distance	The reader must retrieve and categorize evidence across the entire text before explaining Wilder's significance.
Punctuation / Sentence Variation	The passage includes date notation, quotations, lists, concession and causal clauses, and one 27-word synthesis sentence.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Named family members, migration, travel, farming, Long Winter, schooling, cooperation, publication, adaptations, values, and historical study.
Inferential Opportunities	How hardship, cooperation, perspective, and memory contribute to Wilder’s enduring significance.
Cross-Paragraph Evidence	Students must integrate evidence from childhood, environmental challenges, community, education, authorship, public reception, and legacy.
Author’s Craft / Structure	A long biography uses chronological movement, topical clusters, comparison, and reflective conclusions.
Writing Value	Rich for an extended response with thesis (central idea), several evidence categories, explanation, and a final inference.

Laura Ingalls Wilder – Very High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Cause / Effect	Harvest and survival	“determine whether a family had enough food for the winter”	¶7, Beat 37	Connects agriculture directly to survival through a conditional relationship.
Historical Event	The Long Winter	“severe winter storms... known as the Long Winter”	¶9, Beat 45	Requires integration of weather, transportation, and food scarcity.
Community	Cooperation	“neighbors frequently worked together”	¶15, Beat 72	Shows how community action helped families respond to difficult conditions.
Perspective / Craft	Child’s point of view	“she told stories from a child’s point of view”	¶17, Beat 81	Invites comparison between narrative history and fact listing.
Synthesis	Window into the past	“provides a window into the past”	¶25, Beat 106	Requires nonliteral interpretation and a whole-text explanation of significance.
Complex Syntax	Concession and cause	“Even though... more than a century ago... because...”	¶24, Beat 105	Combines time, concession, cause, and three abstract themes in 27 words.

F. Teacher-Facing Instructional Guidance

- Plan the reading in purposeful sections while preserving a final whole-text rereading.

- Use a concept map linking environment, work, cooperation, education, authorship, and legacy.
- Preview responsibility, preparation, perseverance, adaptation, and publication before independent rereading.
- Sort evidence into hardship, response, family/community, learning, writing, and historical significance.
- Require a thesis (central idea), multiple evidence categories, explanation, and a concluding inference.

G. Formal Placement Rationale

Carmen Lomas Garza – Low Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2A	CARMEN LOMAS GARZA	Module 1 / LOW STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 15 beats across 5 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 7
Paragraph 3	Beats 8 through 10
Paragraph 4	Beats 11 through 13
Paragraph 5	Beats 14 through 15

Introduces Garza as a Mexican-American artist whose paintings and bilingual books preserve everyday family, community, and cultural stories.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 1; teacher model, vocabulary preview, and supported visual connection

Informational artist biography / cultural and visual-art explanation

231 total words; 147 unique words

15 punctuation-defined sentences; 5 source paragraphs

15.4 words average; 22 words longest sentence

8 sentences of 15+ words; 5 of 20+ words; 0 of 25+ words

1 syllable: 128 (55.4%); 2 syllables: 68 (29.4%); 3+ syllables: 35 (15.2%)

35 occurrences; 27 unique forms; 15.2% of passage words

10.4 - corroborating formula only; not a placement decision

1.9-2.3 minutes at 100-120 wpm; Module 1 anchor; visual-text connection and brief supported response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderate	The passage explains both what Garza creates and why ordinary family experiences deserve preservation.
Text Structure / Cohesion	Moderately Low	Five topic-focused paragraphs move from biography to subjects, artistic method, books, and legacy.
Language / Vocabulary Demand	High	The short passage contains a dense concentration of multisyllabic cultural and academic vocabulary.
Knowledge Demand	Moderate	Students need basic concepts of visual art, culture, traditions, bilingual texts, museums, and generations.
Reader / Task Demand	Moderate	The central ideas are explicit, but vocabulary and abstract language require teacher mediation.

Carmen Lomas Garza – Low Stamina Linguistic and Instructional Evidence

Passage 2A | Module 1 / Low Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	inspiration, ordinary, culture, illustrated, preserve, traditions, generations
Cultural / Artistic Vocabulary	Mexican-American, Kingsville, artwork, tamales, English, Spanish, museums
Three-or-More-Syllable Examples	creating, attention, community, inspiration, celebrating, ordinary, illustrated, cultural
Morphology	create -> creating; inspire -> inspiration; illustrate -> illustrated; celebrate -> celebrating/celebrations; culture -> cultural
Spelling / Orthographic Patterns	hyphenated Mexican-American; Spanish cultural term tamales; suffixes -tion, -ity, and -al

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The 21-word opening includes identity, profession, medium, subject matter, and cultural community, creating the main entry demand.
Organization	Five paragraphs move from biography, to family scenes, to artistic method, to bilingual books, and finally to preservation and legacy.
Cause and Effect	Family memories inspire artwork; the artwork and books help others learn about traditions and preserve cultural stories.
Cohesion	Garza, paintings, artwork, family, culture, books, and stories recur and keep the short text conceptually connected.
Evidence Distance	The main claim can be supported locally, but a complete response draws from several paragraphs and both art and books.
Punctuation / Sentence Variation	Several 20-word-plus sentences use relative clauses, contrast, lists, and explanatory connectors.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Kingsville, drawing, family memories, tamales, holidays, bright colors, visual details, bilingual books, museums, and generations.
Inferential Opportunities	Why ordinary moments are culturally important and how paintings can function like stories.
Cross-Paragraph Evidence	Students connect childhood memories in paragraph 1 with subjects in paragraph 2, artistic method in paragraph 3, books in paragraph 4, and legacy in paragraph 5.
Author's Craft / Structure	Biography, examples, contrast, and analogy work together to define visual storytelling.
Writing Value	Strong for a brief response explaining how Garza preserves family and cultural stories.

Carmen Lomas Garza – Low Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Identity / Purpose	Artist and community	“Mexican-American artist... everyday life”	¶1, Beat 1	Introduces identity, profession, subject matter, and purpose in one sentence.
Contrast	Ordinary and important	“may seem ordinary, but... important parts of culture”	¶2, Beat 7	Elevates everyday activities into culturally significant evidence.
Visual Craft	Color and detail	“bright colors and clear details”	¶3, Beat 8	Provides concrete features students can connect to visual storytelling.
Analogy	Art as story	“storytelling through pictures”	¶3, Beat 10	Requires students to transfer the concept of written storytelling to visual art.
Language Access	Bilingual books	“written in both English and Spanish”	¶4, Beat 12	Connects language choice with audience access.
Legacy	Cultural preservation	“preserve important cultural stories”	¶5, Beat 15	Combines preservation, culture, and generational transmission.

F. Teacher-Facing Instructional Guidance

- Preteach Mexican-American, culture, traditions, illustrated, preserve, and generations.
- Pair the passage with one Garza artwork so students can connect visual details to textual claims.
- Use sentence unpacking for the contrast between ordinary moments and cultural importance.
- Create a chart for family scene, artistic choice, audience learning, and preservation.
- Require two pieces of evidence for a brief response explaining how Garza preserves cultural stories.

Carmen Lomas Garza – Medium Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2B	CARMEN LOMAS GARZA	Module 2 / MEDIUM STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 28 beats across 9 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 7
Paragraph 3	Beats 8 through 10
Paragraph 4	Beats 11 through 13
Paragraph 5	Beats 14 through 15
Paragraph 6	Beats 16 through 19
Paragraph 7	Beats 20 through 22
Paragraph 8	Beats 23 through 25
Paragraph 9	Beats 26 through 28

Retains the anchor content and adds artistic development, new techniques, audience connections, museum and classroom use, and cultural heritage.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 2; guided or partner reading with explicit vocabulary support

Informational artist biography / biography, examples, and cultural explanation

423 total words; 206 unique words

28 punctuation-defined sentences; 9 source paragraphs

15.1 words average; 23 words longest sentence

14 sentences of 15+ words; 8 of 20+ words; 0 of 25+ words

1 syllable: 227 (53.7%); 2 syllables: 122 (28.8%); 3+ syllables: 74 (17.5%)

74 occurrences; 46 unique forms; 17.5% of passage words

10.5 - corroborating formula only; not a placement decision

3.5-4.2 minutes at 100-120 wpm; Module 2 extended read; compare repeated and newly added evidence

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderately High	Students connect memory, artistic skill, representation, audience recognition, and cultural preservation.
Text Structure / Cohesion	Moderate	Nine paragraphs extend the original sequence with additional explanation and examples.
Language / Vocabulary Demand	High	The passage adds techniques, experiences, communities, appreciate, heritage, and audiences to an already dense vocabulary profile.
Knowledge Demand	Moderately High	Students must understand how artists develop, how museums and schools use art, and how heritage is preserved.
Reader / Task Demand	Moderately High	Students compare new information with the repeated anchor and retrieve evidence across a longer text.

Carmen Lomas Garza – Medium Stamina Linguistic and Instructional Evidence

Passage 2B | Module 2 / Medium Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	artistic, techniques, experiences, recognize, appreciate, heritage, audiences
Cultural / Artistic Vocabulary	Mexican-American, paintings, artwork, museums, traditions, cultural heritage
Three-or-More-Syllable Examples	continued, develop, artistic, techniques, experiences, recognize, communities, heritage
Morphology	art -> artistic; technique -> techniques; recognize; appreciate; culture -> cultural; heritage as an abstract inheritance concept
Spelling / Orthographic Patterns	suffixes -ic, -ity, -tion, and -age; hyphenated identity term; Spanish cultural vocabulary

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The repeated 21-word opening supplies stable access while the passage adds artistic growth and public impact.
Organization	Nine paragraphs preserve the five-paragraph anchor and add artistic development, audience response, museum/classroom use, and heritage.
Cause and Effect	New techniques strengthen expression; representation helps viewers connect; museums and schools extend the work's educational impact.
Cohesion	Artwork, paintings, memories, traditions, family, community, and generations recur across repeated and added sections.
Evidence Distance	Students compare repeated anchor paragraphs with added evidence in paragraphs 6-9.
Punctuation / Sentence Variation	The passage averages about 15 words per sentence and includes eight sentences of 20 or more words.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Anchor scenes, artistic study, techniques, real memories, viewer recognition, unfamiliar traditions, museum display, classroom use, and heritage.
Inferential Opportunities	How representation can both affirm familiar experience and teach others about unfamiliar traditions.
Cross-Paragraph Evidence	Students compare the repeated five-paragraph anchor with the newly added artistic-development and public-impact paragraphs.
Author's Craft / Structure	Repetition followed by extension makes the growth in information and reasoning visible.
Writing Value	Supports a multi-paragraph explanation using evidence about both artistic development and audience impact.

Carmen Lomas Garza – Medium Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Development	Artistic learning	“continued to develop her artistic skills”	¶6, Beat 16	Adds a chronological account of growth and practice.
Continuity of Purpose	New techniques, same focus	“remained focused on showing the experiences and traditions”	¶6, Beat 18	Connects changing skill with a stable artistic purpose.
Audience Connection	Recognition	“recognize activities... in their own families”	¶7, Beat 20	Explains how representation builds connection.
Learning Across Difference	Unfamiliar traditions	“learn about traditions they may not have known before”	¶7, Beat 21	Shows how art can teach cultural knowledge beyond personal experience.
Institutional Significance	Museums and schools	“tell stories about culture and history”	¶8, Beat 23	Connects artistic work with public preservation and instruction.
Legacy	Future generations	“preserve an important part of history”	¶9, Beat 28	States the long-term effect of sharing memories through art.

F. Teacher-Facing Instructional Guidance

- Ask students to identify which paragraphs are repeated from Module 1 and which are new.
- Create a two-column chart: representation of familiar life and learning about unfamiliar traditions.
- Preview artistic, techniques, recognize, appreciate, heritage, and audiences.

- Connect the artistic-development paragraph with the museum and classroom paragraphs.
- Require evidence from at least two newly added paragraphs in the written response.

G. Formal Placement Rationale

Carmen Lomas Garza – High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2C

CARMEN LOMAS GARZA

Module 3 / HIGH STAMINA

Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 70 beats across 20 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 7
Paragraph 3	Beats 8 through 11
Paragraph 4	Beats 12 through 15
Paragraph 5	Beats 16 through 18
Paragraph 6	Beats 19 through 22
Paragraph 7	Beats 23 through 26
Paragraph 8	Beats 27 through 29
Paragraph 9	Beats 30 through 33
Paragraph 10	Beats 34 through 36
Paragraph 11	Beats 37 through 39
Paragraph 12	Beats 40 through 43
Paragraph 13	Beats 44 through 47
Paragraph 14	Beats 48 through 51
Paragraph 15	Beats 52 through 55
Paragraph 16	Beats 56 through 58
Paragraph 17	Beats 59 through 61
Paragraph 18	Beats 62 through 64
Paragraph 19	Beats 65 through 66
Paragraph 20	Beats 67 through 70

Develops the themes of ordinary history, visual storytelling, bilingual representation, art as communication, museum learning, community memory, and preservation of cultural heritage.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 3; guided close reading with visual evidence and category coding

Informational artist biography / extended conceptual and cultural explanation

1,012 total words; 352 unique words

70 punctuation-defined sentences; 20 source paragraphs

14.5 words average; 23 words longest sentence

31 sentences of 15+ words; 7 of 20+ words; 0 of 25+ words

1 syllable: 533 (52.7%); 2 syllables: 287 (28.4%); 3+ syllables: 192 (19.0%)

192 occurrences; 94 unique forms; 19.0% of passage words

10.6 - corroborating formula only; not a placement decision

8.4-10.1 minutes at 100-120 wpm; Module 3 extended close read; concrete-to-abstract evidence explanation

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	High	The passage advances the abstract claim that everyday experiences are history and art can preserve, communicate, and validate culture.
Text Structure / Cohesion	High	Twenty paragraphs move through biography, examples, contrast, analogy, explanation, public impact, and legacy.
Language / Vocabulary Demand	High	Vocabulary is dense and abstract, with a substantial three-or-more-syllable rate.
Knowledge Demand	High	Students integrate visual art, culture, history, bilingual literature, museums, representation, and heritage.
Reader / Task Demand	High	Students must trace recurring claims across widely separated paragraphs and select evidence from several conceptual sections.

Carmen Lomas Garza – High Stamina Linguistic and Instructional Evidence

Passage 2C | Module 3 / High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	meaningful, similarities, communicate, exhibitions, preserving, contribute, heritage
Cultural / Artistic Vocabulary	Mexican-American, tamales, illustrations, museums, cultural centers, cultural heritage
Three-or-More-Syllable Examples	celebrations, ingredients, meaningful, communities, illustrations, communicate, exhibitions, preserving
Morphology	meaning -> meaningful; illustrate -> illustrations; communicate; exhibit -> exhibitions; preserve -> preserving; culture -> cultural
Spelling / Orthographic Patterns	complex suffix clusters -ation/-ition/-ity; Spanish term tamales; hyphenated identity term; multisyllabic proper nouns

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The 21-word opening remains familiar, but the full text develops increasingly abstract relationships among art, culture, history, and heritage.
Organization	Twenty paragraphs move through childhood memory, scenes, artistic choices, visual storytelling, representation, communication, public display, and legacy.
Cause and Effect	Concrete family scenes support abstract claims about culture, connection, preservation, and historical learning.
Cohesion	Repeated references to ordinary life, family, community, artwork, traditions, and stories maintain conceptual continuity.
Evidence Distance	Students must connect concrete examples near the beginning with abstract claims and legacy statements near the end.
Punctuation / Sentence Variation	Sentence patterns include contrast, analogy, exemplification, relative clauses, and a 23-word concluding synthesis.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Family gatherings, tamale making, ordinary history, visual details, bilingual books, art as communication, museums, schools, exhibitions, and legacy.
Inferential Opportunities	How a concrete scene supports an abstract claim about history, culture, representation, or heritage.
Cross-Paragraph Evidence	Students must connect early examples of family life with later claims about communication, public learning, and preservation.
Author's Craft / Structure	Examples, contrast, analogy, and cumulative conclusions develop an abstract argument inside a biography.
Writing Value	Strong for an extended response linking concrete visual evidence to an abstract cultural claim.

Carmen Lomas Garza – High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Definition of History	Ordinary life	“History is also about the daily lives of ordinary people.”	¶6, Beat 22	Expands a narrow definition of history.
Visual Evidence	Concrete details	“smiling faces, busy kitchens, colorful decorations”	¶7, Beat 25	Supplies observable details for an abstract claim about storytelling.
Language Access	Bilingual representation	“written in both English and Spanish”	¶10, Beat 35	Connects form and language choice with audience inclusion.
Cross-Cultural Purpose	Connection	“Art can help people understand one another”	¶13, Beat 46	States an abstract causal claim supported by earlier examples.
Preservation	Future learning	“future generations can learn about them”	¶16, Beat 58	Connects present artistic choices with long-term preservation.
Legacy / Synthesis	Cultural heritage	“recording stories, traditions, and experiences”	¶20, Beat 70	Synthesizes the passage's main ideas through abstract vocabulary.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into memories, artistic method, communication/representation, public use, and legacy.
- Use an evidence-code system for family, culture, history, community, and representation.

- Pair one concrete scene with one abstract claim and model the explanation connecting them.
- Preview communicate, exhibitions, meaningful, illustrations, preserving, and cultural heritage.
- Require an extended response using evidence from at least three conceptual sections.

G. Formal Placement Rationale

Carmen Lomas Garza – Very High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2D	CARMEN LOMAS GARZA	Module 4 / VERY HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 105 beats across 31 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 8
Paragraph 3	Beats 9 through 13
Paragraph 4	Beats 14 through 17
Paragraph 5	Beats 18 through 20
Paragraph 6	Beats 21 through 24
Paragraph 7	Beats 25 through 27
Paragraph 8	Beats 28 through 30
Paragraph 9	Beats 31 through 34
Paragraph 10	Beats 35 through 39
Paragraph 11	Beats 40 through 43
Paragraph 12	Beats 44 through 46
Paragraph 13	Beats 47 through 49
Paragraph 14	Beats 50 through 53
Paragraph 15	Beats 54 through 56
Paragraph 16	Beats 57 through 60
Paragraph 17	Beats 61 through 63
Paragraph 18	Beats 64 through 66
Paragraph 19	Beats 67 through 69
Paragraph 20	Beats 70 through 72
Paragraph 21	Beats 73 through 75
Paragraph 22	Beats 76 through 79
Paragraph 23	Beats 80 through 82
Paragraph 24	Beats 83 through 85
Paragraph 25	Beats 86 through 88
Paragraph 26	Beats 89 through 91
Paragraph 27	Beats 92 through 94
Paragraph 28	Beats 95 through 97

Paragraph 29	Beats 98 through 100
Paragraph 30	Beats 101 through 102
Paragraph 31	Beats 103 through 105

Adds the most abstract treatment of art and history, including observation, representation, bilingual access, cultural diversity, the artist as historian, identity, and the historical record.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 4; carefully chunked reading followed by whole-text synthesis

Informational artist biography / extended cultural-history and representation analysis

1,441 total words; 444 unique words

105 punctuation-defined sentences; 31 source paragraphs

13.7 words average; 30 words longest sentence

38 sentences of 15+ words; 11 of 20+ words; 1 of 25+ words

1 syllable: 735 (51.0%); 2 syllables: 407 (28.2%); 3+ syllables: 299 (20.7%)

299 occurrences; 126 unique forms; 20.7% of passage words

10.9 - corroborating formula only; not a placement decision

12.0-14.4 minutes at 100-120 wpm; Module 4 endurance and synthesis task; extended response about art, history, identity, and legacy

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	High	Readers synthesize the ideas that ordinary experiences are historical, representation validates identity, and visual art transmits culture.
Text Structure / Cohesion	High	Thirty-one paragraphs create a long conceptual biography with repeated claims, examples, comparisons, and cumulative conclusions.
Language / Vocabulary Demand	High	The passage reaches the highest multisyllabic rate in the set and includes highly abstract academic vocabulary.
Knowledge Demand	High	Students connect art, history, cultural identity, bilingualism, museums, representation, and generational transmission.
Reader / Task Demand	High	The task requires sustained attention, long-range evidence retrieval, categorization, and explanation of abstract relationships.

Carmen Lomas Garza – Very High Stamina Linguistic and Instructional Evidence

Passage 2D | Module 4 / Very High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	observation, meaningful, historical, communicate, representation, identity, contributions, diversity
Cultural / Artistic Vocabulary	Mexican-American, bilingual, museums, exhibitions, visual images, historian, historical record
Three-or-More-Syllable Examples	observing, developing, meaningful, historical, communicate, generations, bilingual, representation
Morphology	represent -> representation; observe -> observation; history -> historical; communicate; generation -> generations; identity
Spelling / Orthographic Patterns	advanced suffixes -ation/-ical/-ity; hyphenated Mexican-American; Spanish term tamales; proper nouns and bilingual terminology

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The familiar 21-word opening supports entry into a 31-paragraph conceptual biography.
Organization	The text develops observation, family scenes, visual storytelling, museums, bilingual books, representation, the artist as historian, identity, and legacy.
Cause and Effect	Memories shape artwork; representation validates identity; preservation allows future generations to understand cultural experience.
Cohesion	Artwork, family, community, tradition, story, history, representation, and generations recur as conceptual threads.
Evidence Distance	Whole-text synthesis requires evidence from the beginning, middle, and ending across multiple abstract categories.
Punctuation / Sentence Variation	The passage combines lists, contrasts, relative clauses, conditional relationships, and a 30-word concluding synthesis sentence.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Observation, ordinary scenes, storytelling, museums, classrooms, bilingual books, representation, artistic training, exhibitions, artist-as-historian, identity, and historical record.
Inferential Opportunities	How representation affects belonging and why an artist can also function as a historian.
Cross-Paragraph Evidence	Students synthesize evidence from childhood observation, artistic method, public use, bilingual access, representation, and legacy.
Author's Craft / Structure	A cumulative conceptual biography revisits core ideas while expanding them through definitions, comparisons, examples, and conclusions.
Writing Value	Rich for a culminating response explaining how Garza's work preserves history, validates identity, and serves future generations.

Carmen Lomas Garza – Very High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Expanded History	Everyday experience	"History can also be found in family traditions..."	¶9, Beat 33	Defines history as both public events and lived cultural experience.
Visual Storytelling	Art communicates	"she uses paint to communicate ideas and experiences"	¶13, Beat 48	Shows how artistic medium carries meaning.
Representation	Children see themselves	"children should see themselves reflected"	¶20, Beat 70	Introduces identity, belonging, and access.
Artist as Historian	Visual record	"both an artist and a historian"	¶25, Beat 86	Requires inference about artwork as historical evidence.
Identity and Value	Stories matter	"their stories matter and deserve to be shared"	¶27, Beat 94	Uses an abstract cause/effect relationship grounded in earlier examples.
Whole-Text Synthesis	Cultural history	"preserved an important part of American cultural history"	¶31, Beat 105	Integrates memory, art, culture, generations, and community.

F. Teacher-Facing Instructional Guidance

- Schedule the text across purposeful sections, then complete a final minimally interrupted rereading.

- Build a concept map linking everyday life, storytelling, representation, history, identity, and heritage.
- Preview observation, bilingual, representation, historian, identity, diversity, and historical record.
- Ask students to explain how the passage supports the claim that Garza is both an artist and a historian.
- Use an extended-response frame requiring a thesis (central idea), three evidence categories, explanation, and significance.

G. Formal Placement Rationale

Instructional Determination

The Very High Stamina version contains 1,441 words, 105 sentences, and 31 paragraphs. Its professional planning estimate is approximately 1025L; the lower point estimate than the shorter versions results from shorter average sentences, while vocabulary, concept, evidence, and stamina demands increase. This text is appropriate for a culminating Grade 3 supported task that explicitly measures whole-text synthesis. Students should use sectioning, visual examples, vocabulary support, and a category organizer before writing about art, history, representation, identity, and legacy.

Cross-Text Teacher Guidance

Using Cluster 2 as a coherent month of biography, knowledge, stamina, evidence, and writing development

Key Instructional Findings

Recommended Repeated Routine

STEP	TEACHER AND STUDENT ACTION
1. Activate	Review the stable concepts and identify what students already know from the previous module.
2. Purpose	Name the reading question and the evidence categories students will collect.
3. First Read	Read for overall meaning without interrupting every difficult word.
4. Compare	Mark what is repeated and what is new in the current version.
5. Unpack	Teach the highest-value vocabulary, morphology, sentence, and text-structure demands.
6. Collect	Record paragraph-numbered evidence under clear category headings.
7. Rehearse	Use partner talk or oral frames to connect evidence with an explanation.
8. Write and Reflect	Complete the module-appropriate response and identify how stamina or reasoning improved.

Progress-Monitoring Questions

- Can the student state the central idea before collecting details?
- Can the student distinguish repeated information from new information?
- Can the student locate evidence by paragraph and place it in the correct category?
- Can the student explain how evidence supports an idea rather than merely copy it?

- Can the student sustain reading and attention for the assigned passage length?

One Routine, Increasing Independence

Keep the reading and evidence routine stable across the month. Increase independence gradually by reducing teacher prompting, extending evidence distance, and increasing the explanation required in the written product. Use visual art connections especially with the Carmen Lomas Garza sequence.

Text Selection and Differentiation Rules

Matching passage level and support to observed student need

OBSERVED STUDENT NEED	RECOMMENDED TEXT / SUPPORT
Student needs reduced reading volume	Use Low or Medium while preserving the same central question and evidence categories.
Student decodes accurately but loses the central idea	Chunk by biography or concept section and use a visual organizer before reducing the passage level.
Student recalls facts but does not explain	Require an evidence-to-meaning sentence frame and oral rehearsal.
Student is ready for challenge	Use High or Very High and require evidence from distant sections and several categories.
Student needs language support	Preview Tier 2, historical, artistic, and cultural vocabulary; use maps, artwork, and supported partner reading.

Recommended Reading Mode by Stamina Level

LEVEL	RECOMMENDED READING MODE	PRIMARY PURPOSE
Low Stamina	Teacher model, brief first read, partner reread	Establish the knowledge framework and local evidence.
Medium Stamina	Teacher-supported or partner reading with section stops	Connect evidence across several paragraphs.
High Stamina	Guided close reading with annotation and oral rehearsal	Organize multiple evidence categories.
Very High Stamina	Chunked close reading followed by increasingly independent rereading	Synthesize evidence from the whole text.

Use of Alternate Stamina Versions

Changing the passage level should change the amount and distribution of evidence, not the central learning goal. Teachers should preserve the same question, conceptual categories, oral rehearsal, and writing purpose whenever a shorter version is selected for access.

Cluster 2 Weekly Progression Summary

How the two passage families support one shared month-long instructional design

MODULE / LEVEL	LAURA EMPHASIS	CARMEN EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
Module 1 / Low	Frontier childhood, writing, books, reader impact, and history	Family memories, everyday scenes, visual storytelling, bilingual books, and preservation	Local explicit evidence	Brief experience-to-impact explanation
Module 2 / Medium	States, chores, self-sufficiency, ordinary life, cooperation, and continued legacy	Artistic growth, techniques, audience recognition, museums, schools, and heritage	Evidence across several paragraphs	Organized multi-sentence response
Module 3 / High	Travel, housing, weather, family, schooling, authorship, and historical preservation	Ordinary history, visual evidence, communication, representation, public learning, and legacy	Evidence across categories and distant sections	Extended response with multiple supports
Module 4 / Very High	Family members, farming risk, Long Winter, community, publication, perspective, values, and legacy	Observation, bilingual access, artist as historian, representation, identity, historical record, and legacy	Whole-text synthesis	Extended explanation of historical or cultural significance

Continuity Tools for Teachers

- Maintain one visible organizer across the month: life experience or context -> creative work -> effect on readers/viewers -> historical or cultural significance.
- Use the same annotation colors for experiences, environment or tradition, creative work, audience effect, and legacy.
- Begin each new module by identifying repeated information and new information.
- Increase written-product complexity only after students can orally connect evidence with the central idea.
- Use the approved Cluster 2 TEKS and ELPS alignment tables alongside this report; this package documents text complexity rather than replacing those charts.

Evidence and Writing Progression

STAGE	EVIDENCE LOCATION	EXPECTED REASONING	TEACHER-FACING PRODUCT
Foundation	One or two nearby details	Name the relationship	Evidence sentence or short paragraph
Developing	Two or more details from several paragraphs	Explain how the details work together	Organized multi-sentence response
Independent	Several details across categories	Select the strongest evidence and explain why it matters	Extended response
Synthesis	Evidence from the whole text	Connect categories to historical or geographic significance	Whole-text extended explanation

Official Writing Progression

Increase writing complexity because evidence distance, conceptual integration, and explanation demands have increased—not merely because the passage contains more words. In Module 4, students should state a thesis (central idea), organize evidence by category, explain how the evidence supports the idea, and identify significance.

References and Final Instructional Determination

Research foundation, source record, and official Cluster 2 conclusion

References and Method Notes

- Achieve the Core. Qualitative Text Complexity Rubric for Informational Texts.
- Institute of Education Sciences / What Works Clearinghouse. Improving Reading Comprehension in Kindergarten Through 3rd Grade.
- Source passages supplied by The Writing Academy®, LLC. All passage-based evidence and exact word counts in this report are grounded in the supplied Cluster 2 source file.

Final Instructional Determination

Teacher Summary

Use the Low version to establish the biographical framework, the Medium version to expand experiences and evidence connections, the High version to organize multiple categories and connect concrete details to larger ideas, and the Very High version to synthesize the whole text and explain historical or cultural significance.