

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 5 Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 5
INNOVATION AND ENTREPRENEURSHIP PROGRESSION

Text Complexity and Reading Stamina

EVIDENTIARY REPORT PACKAGE

PASSAGE SET 9	HENRY FORD: VISIONARY OF TRAVEL	LOW TO VERY HIGH
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PASSAGE SET 10	SAM WALTON: VISIONARY OF RETAIL	LOW TO VERY HIGH
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DOCUMENT CONTROL	RECORD
Intended Use	Supplemental Support Lesson Guide
Document Type	Official Teacher-Facing Instructional Planning Report
Version / Date	Version 2.0 August 2026
Texts Analyzed	Eight prose selections: two informational biography families across four stamina levels

Package Contents

Scope, organization, and intended instructional use

SECTION
Section I
Section II
Section III
Section IV
Section V

Report Use

This package is designed for direct placement in the Grade 3 Supplemental Support Lesson Guide of The Writing Academy®, LLC. It documents every supplied Cluster 5 passage separately while also explaining how the two informational biography families progress across four weekly modules. The report distinguishes linguistic readability from reading stamina, historical and economic knowledge demand, evidence distance, conceptual integration, and writing-task complexity.

Source Set Overview

PASSAGE SET	STABLE CONTENT	PRIMARY INSTRUCTIONAL EXPANSION
Passage Set 9: Henry Ford: Visionary of Travel	Henry Ford, childhood curiosity, machines and engines, early transportation limits, the Model T, affordable automobiles, the assembly line, travel, manufacturing, and lasting influence.	Each module adds farm and childhood context, historical travel conditions, affordability, production efficiency, community and economic change, influence on other industries, and legacy.
Passage Set 10: Sam Walton: Visionary of Retail	The Great Depression, work ethic, retail observation, customer needs, lower prices, Walmart, small-town access, employees, communities, business growth, and lasting influence.	Each module adds childhood responsibility, retail experience, customer feedback, pricing strategy, store operations, employee participation, community effects, national expansion, and legacy.

Source-Fidelity Note

The supplied Cluster 5 source contains four overlapping versions of Henry Ford: Visionary of Travel and four overlapping versions of Sam Walton: Visionary of Retail. This report preserves the exact Low, Medium, High, and Very High sequence, analyzes all eight selections independently, and uses the supplied passage language as the basis for word counts, evidence quotations, and instructional determinations.

Overall Purpose Statement

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

Official Cluster 5 Purpose Statement

The Writing Academy®, LLC Cluster 5 sequence intentionally controls topic novelty while gradually increasing the amount of text students must sustain, retain, organize, and use. Students revisit the same central people, innovations, business decisions, recurring vocabulary, and evidence categories in each module, while every new version adds paragraphs, concepts, relationships, academic language, and evidence opportunities. Prior knowledge therefore becomes an instructional support rather than requiring students to rebuild an entirely new content framework during every lesson. This design allows teachers to increase reading stamina, evidence retrieval, inferential reasoning, economic and historical understanding, and written synthesis while preserving conceptual continuity.

The sequence is not repeated reading of an identical passage. It is a spiral expansion: the core meaning remains recognizable, but the informational load grows. Familiarity reduces the burden of an entirely new topic, while new details prevent the work from becoming a memory-only task.

What Remains Stable and What Intentionally Increases

STABLE ACROSS WEEKS	INTENTIONALLY INCREASES ACROSS WEEKS
Central person, historical topic, and major idea	Total words, sentences, paragraphs, and reading time
Repeated high-value vocabulary and proper nouns	New domain vocabulary, context, and abstract concepts
Core problem-solution or historical sequence	Number and distance of evidence locations
Central purpose and recurring claims	Working-memory load, stamina, and organizational demand
Familiar evidence categories for discussion	Inferential, analytical, and written-response demand

Four-Week Instructional Progression

WEEK / LEVEL	PRIMARY READING GOAL	EVIDENCE AND WRITING GOAL	RECOMMENDED TEACHER MOVE
Week 1 - Low	Establish content knowledge and essential vocabulary.	Identify the central idea and locate explicit supporting evidence.	Model paragraph gist, vocabulary, and evidence selection.
Week 2 - Medium	Sustain comprehension across a longer version.	Connect repeated ideas with newly added information.	Color-code repeated and new information.
Week 3 - High	Maintain a coherent mental model across multiple subtopics.	Integrate evidence from different sections.	Chunk the text and build a cumulative evidence chart.
Week 4 - Very High	Sustain, organize, and synthesize the full passage.	Develop a controlling idea supported by several evidence categories.	Teach across multiple sessions and rehearse reasoning orally.

Research Basis and Measurement Protocol

How The Writing Academy®, LLC Cluster 5 evidentiary profile is calculated and interpreted

Corroborating Quantitative Measure

Flesch-Kincaid Grade Level is included as a second readability formula. It is sensitive to average sentence length and syllables per word. Historical proper nouns, document titles, and technical or civic vocabulary can elevate the result substantially; therefore, the value is used for triangulation only, not as a recommendation that the text belongs in the reported grade level.

Counting Conventions

- Word counts include the passage body only and exclude the title, stamina label, and “Nonfiction - Passage” heading.
- 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 paragraph breaks in the supplied source.
- Syllable counts use a pronunciation dictionary when available and a consistent fallback algorithm for names and uncommon terms.

- Estimated reading time is a neutral single-pass planning estimate at 100-120 words per minute and excludes rereading, annotation, discussion, and writing.

Grade 3 Placement Note

The commonly referenced CCSS Grade 2-3 quantitative band is 420L-820L [3]. All Cluster 5 planning estimates exceed that band. The passages should therefore be treated as supported instructional texts, not universal independent-reading placements. Achieve the Core's qualitative guidance recognizes that reader, task, scaffolding, and instructional purpose may justify supported use outside a numeric band [1].

How Teachers Should Read the Quantitative Record

Use the master comparison as a planning aid. No single number overrides the purpose of the passage, students' background knowledge, or the instructional supports built into the lesson.

TEACHER-FACING INTERPRETATION

Documents the amount of text students must sustain; it is the clearest measure of the weekly stamina progression.

Describes selected linguistic features. Use the paired range and confirm the estimate with an authorized analyzer when certification is required.

Provides a second formula-based perspective only. Proper nouns, dates, business terms, and multisyllabic words can elevate the value.

Signals decoding and vocabulary load, but it is not a stand-alone grade-level placement decision.

Indicates evidence distance, working-memory demand, and the likely need for chunking, purposeful rereading, and cumulative note taking.

Master Quantitative Comparison

Calculated statistics and professional planning estimates across all eight passages

Passage Set 9: Henry Ford - Visionary of Travel

LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
Low	250	18	5	13.9	11.2%	7.6
Medium	537	42	9	12.8	12.1%	7.6
High	1,038	86	21	12.1	18.4%	9.3
Very High	1,307	114	27	11.5	21.3%	10.2

Passage Set 10: Sam Walton - Visionary of Retail

LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
Low	262	19	4	13.8	12.6%	8.0
Medium	620	44	12	14.1	12.6%	8.3
High	1,014	79	21	12.8	16.7%	8.9
Very High	1,256	103	26	12.2	16.8%	8.6

What the Numbers Demonstrate

- Henry Ford expands from 250 to 1,307 words, a 5.23-fold increase. Three-or-more-syllable density rises from 11.2 percent to 21.3 percent.
- Sam Walton expands from 262 to 1,256 words, a 4.79-fold increase. Three-or-more-syllable density rises from 12.6 percent to 16.8 percent.
- The Henry Ford set becomes increasingly technical because later versions add manufacturing, production, efficiency, economic, and industry vocabulary. The Sam Walton set adds increasingly abstract retail, customer-service, employment, and business-growth concepts.
- Low stamina identifies passage length within the sequence; it does not mean low linguistic complexity. Both Week 1 passages contain historical and business vocabulary that warrants teacher support.

Passage Set 9: Henry Ford - Visionary of Travel

Set-level progression and instructional interpretation

This sequence moves from a concise biography and problem-solution account to an extended explanation of mechanical curiosity, historical transportation, affordability, the Model T, assembly-line production, community and economic change, industrial influence, and legacy. The stable causal chain supports students as the text introduces more technical vocabulary and increasingly distant evidence.

LEVEL	WORDS	PARAGRAPHS	PRIMARY ADDED DEMAND
Low	250	5	Anchor biography, access problem, Model T, assembly-line outcome
Medium	537	9	Travel conditions, affordability vision, daily-life change, production steps
High	1,038	21	Business challenge, community change, manufacturing efficiency, industry influence
Very High	1,307	27	Farm curiosity, economic effects, modern production principles, whole-text legacy

Recommended Teacher Lens

Across all four versions, ask three recurring questions: What transportation or access problem did Ford identify? How did the Model T and moving assembly line address that problem? How did those ideas affect families, communities, and industries? Reusing these questions allows students to notice how each version adds evidence and deepens the response.

Henry Ford: Visionary of Travel - Low Stamina Report

Passage 9A	Henry Ford: Visionary of Travel	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 4
Paragraph 2	Beats 5 through 9
Paragraph 3	Beats 10 through 12
Paragraph 4	Beats 13 through 15
Paragraph 5	Beats 16 through 18

Establishes the anchor framework: Ford studies machines, recognizes that cars are rare and expensive, introduces the Model T and moving assembly line, and changes travel and industry.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction informational biography / transportation and manufacturing problem-solution
250 total words; 144 unique words
18 sentences; 5 paragraphs
13.9 words average; 22 words longest
9 sentences of 15+ words; 1 of 20+ words; 0 of 25+ words
1 syllable: 158 (63.2%); 2 syllables: 64 (25.6%); 3+ syllables: 28 (11.2%)
28 occurrences; 25 unique forms; 11.2% of passage words
7.6 - corroborating formula only; not a placement decision
2.1-2.5 minutes at 100-120 wpm; Week 1 anchor text; teacher-supported close reading or partner reading

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately Low	The purpose is explicit: explain how Ford used a more affordable car and a new production system to change travel and work.
Structure / cohesion	Moderately Low	Five paragraphs follow a clear chronology and problem-solution chain: curiosity, limited access, Model T, assembly line, impact.
Language demand	Moderate	Mostly direct language is combined with manufacturing and transportation terms such as mechanic, affordable, assembly line, transportation, and industry.
Knowledge demand	Moderate	Students benefit from basic knowledge of horse-and-wagon travel, early automobiles, factories, and the relationship between production cost and price.
Reader / task demand	Moderate	Evidence is local and explicit, but students must connect the access problem in paragraph 2 with the product and production solutions in paragraphs 3-4 and the impact in paragraph 5.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	inventor; businessman; mechanic; engines; affordable; Model T; assembly line; transportation; industry
Three-or-more-syllable examples	American, inventor, businessman, Michigan, mechanic, experimenting, expensive, available, everyday, affordable, assembly, transportation, industry
Morphology	invent -> inventor / inventions; afford -> affordable; transport -> transportation; build -> building; connect -> connected
Spelling / orthographic patterns	proper nouns Henry Ford, Ford Motor Company, and Model T; -tion and -ity endings; inflectional -ed and -ing forms; compound everyday
Syntax / cohesion signals	as, when, so, before, while, because of; an appositive expands Model T; repeated car/cars and build/building connect the explanation

Passage 9A continued	Henry Ford: Visionary of Travel	Low Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Purpose and topic	"Henry Ford was an American engineer and businessman who helped change the way people traveled and worked." (paragraph 1)	Introduces the subject and the two impact areas that organize the passage.
Access problem	<i>"Cars were very rare and very expensive, so only a few people could afford them."</i> (paragraph 2)	Establishes the practical problem Ford wanted to address.
Product solution	<i>"A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars."</i> (paragraph 3)	A 22-word sentence combines chronology, product naming, an appositive definition, and comparative language.
Production solution	<i>"Workers stayed in one place while parts moved down a line and were added step by step."</i> (paragraph 4)	Explains the assembly-line process through a simultaneous-action sentence.
Broader impact	<i>"His inventions and new ways of building products helped change transportation and industry in the United States."</i> (paragraph 5)	Supports a broader inference connecting two innovations with national change.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	At least five recurring categories: curiosity, limited car access, the Model T, the assembly line, and transportation/industry impact.
Inferential opportunities	Why affordability mattered; how faster production could affect price; why easier travel changed daily life.
Cross-paragraph evidence	Paragraph 2 can be connected with paragraphs 3-4 for problem and solution and paragraph 5 for the outcome.
Author's craft opportunities	Chronological transitions, before-and-after contrast, cause-and-effect wording, an appositive, and a concluding synthesis.
Writing value	Moderate-to-rich evidence for an SCR explaining how Ford changed travel and manufacturing.

F. Teacher-Facing Instructional Guidance

- Preview Model T, affordable, assembly line, transportation, and industry with a simple before-and-after travel image.
- Have students mark the access problem in paragraph 2, the two solutions in paragraphs 3-4, and the broad result in paragraph 5.
- Unpack the 22-word Model T sentence before students write a short evidence-based response.

G. Formal Placement Rationale

Instructional Determination

The low-stamina passage contains 250 words in five paragraphs. Its estimated 975L planning measure reflects moderate sentence length and specialized vocabulary such as inventor, businessman, mechanic, affordable, assembly line, transportation, and industry. The conceptual path is clear and evidence remains local: paragraph 2 establishes the access problem, paragraphs 3-4 present the product and production solutions, and paragraph 5 states the broader impact. With brief vocabulary preparation and sentence unpacking, the passage is appropriate for Grade 3 supplemental instruction as a Week 1 anchor and supports a short evidence-based explanation of how Ford changed travel and manufacturing.

Henry Ford: Visionary of Travel - Medium Stamina Report

Grade 3 nonfiction / Passage 9B / Teacher-facing text complexity evidentiary profile

Passage 9B	Henry Ford: Visionary of Travel	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 42 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 24
Paragraph 6	Beats 25 through 29
Paragraph 7	Beats 30 through 35
Paragraph 8	Beats 36 through 38
Paragraph 9	Beats 39 through 42

Retains the anchor biography while adding childhood study, travel conditions, an affordability vision, changes to daily life, assembly-line steps, lower prices, and lasting influence.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction informational biography / innovation, affordability, and production explanation

537 total words; 237 unique words

42 sentences; 9 paragraphs

12.8 words average; 24 words longest

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

1 syllable: 326 (60.7%); 2 syllables: 146 (27.2%); 3+ syllables: 65 (12.1%)

65 occurrences; 48 unique forms; 12.1% of passage words

7.6 - corroborating formula only; not a placement decision

4.5-5.4 minutes at 100-120 wpm; Week 2 extended reading; teacher-guided chunking and organizer

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderate	The passage explains both what Ford changed and why affordable cars and faster production mattered to ordinary families.
Structure / cohesion	Moderate	Nine paragraphs follow a chronological problem-solution structure with repeated comparisons between earlier travel and automobile ownership.
Language demand	Moderately High	The text adds mechanical equipment, dependable, automobiles, recreation, convenient, specific task, decreased, and purchase to the repeated anchor vocabulary.
Knowledge demand	Moderately High	Students integrate historical travel conditions, product affordability, production steps, cost reduction, family mobility, and business growth.
Reader / task demand	Moderately High	Students must connect evidence from nonadjacent paragraphs and distinguish the Model T solution from the assembly-line solution.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	mechanical equipment; mechanic; dependable; affordable; automobiles; recreation; convenient; assembly line; specific task; production cost
Three-or-more-syllable examples	American, businessman, mechanical, equipment, mechanic, experimenting, inventions, traveling, distances, affordable, automobiles, recreation, convenient, assembly, completed, specific, transportation
Morphology	invent -> inventor / inventions; depend -> dependable; afford -> affordable; complete -> completed; transport -> transportation; purchase -> purchase / purchased
Spelling / orthographic patterns	proper nouns and dates; -able, -ment, -tion, and -ive endings; compound everyday; possessive Ford's; repeated -ed and -ing forms
Syntax / cohesion signals	while, if, because, before, instead of, as more; comparison language and repeated car/automobile terms link ideas across paragraphs

Passage 9B continued	Henry Ford: Visionary of Travel	Medium Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Inventive purpose	<i>"Henry believed that inventions could make life easier for people." (paragraph 2)</i>	States the belief that connects his mechanical interests with later actions.
Equity of access	<i>"Henry Ford believed that cars should be available for everyday families, not just wealthy people." (paragraph 3)</i>	Introduces a contrast between ordinary families and wealthy buyers.
Price reasoning	<i>"He believed that if cars cost less money, more people would be able to own them." (paragraph 4)</i>	Uses a conditional sentence to connect cost and ownership.
Assembly process	<i>"Each worker completed a specific task before the car moved to the next station." (paragraph 7)</i>	Requires students to follow sequence and division of labor.
Cost effect	<i>"Because cars could be built more quickly, the cost of making them decreased." (paragraph 8)</i>	Provides explicit cause-and-effect evidence linking efficiency with lower cost.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Rich evidence across childhood interests, travel limitations, affordability, the Model T, daily-life changes, assembly steps, lower costs, and legacy.
Inferential opportunities	Why a dependable and simple car appealed to families; how lower production costs widened access; how mobility affected communities.
Cross-paragraph evidence	Paragraphs 3-5 establish need and product; paragraphs 6-8 explain effects and production; paragraph 9 synthesizes the legacy.
Author's craft opportunities	Repeated before/after contrasts, conditional statements, cause-and-effect connectives, lists of daily-life examples, and final synthesis.
Writing value	Rich evidence for a paragraph explaining how Ford used both a product and a production method to increase access.

F. Teacher-Facing Instructional Guidance

- Use two colors to distinguish repeated anchor information from newly added evidence about travel, affordability, and production.
- Build a four-part organizer: need, product, production method, impact.
- Require evidence from at least two nonadjacent paragraphs so the written task reflects the increased stamina demand.

G. Formal Placement Rationale

Henry Ford: Visionary of Travel - High Stamina Report

Grade 3 nonfiction / Passage 9C / Teacher-facing text complexity evidentiary profile

Passage 9C	Henry Ford: Visionary of Travel	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 86 beats across 21 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 10
Paragraph 3	Beats 11 through 15
Paragraph 4	Beats 16 through 20
Paragraph 5	Beats 21 through 24
Paragraph 6	Beats 25 through 28
Paragraph 7	Beats 29 through 33
Paragraph 8	Beats 34 through 37
Paragraph 9	Beats 38 through 41
Paragraph 10	Beats 42 through 47
Paragraph 11	Beats 48 through 52
Paragraph 12	Beats 53 through 56
Paragraph 13	Beats 57 through 60
Paragraph 14	Beats 61 through 63
Paragraph 15	Beats 64 through 67
Paragraph 16	Beats 68 through 71
Paragraph 17	Beats 72 through 74
Paragraph 18	Beats 75 through 77
Paragraph 19	Beats 78 through 80
Paragraph 20	Beats 81 through 83
Paragraph 21	Beats 84 through 86

Expands the topic into mechanical curiosity, historical transportation conditions, competing business ideas, company formation, Model T access, community change, manufacturing efficiency, jobs, and industry-wide influence.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction extended biography / transportation and industrial change

1,038 total words; 404 unique words

86 sentences; 21 paragraphs

12.1 words average; 24 words longest

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

1 syllable: 564 (54.3%); 2 syllables: 283 (27.3%); 3+ syllables: 191 (18.4%)

191 occurrences; 102 unique forms; 18.4% of passage words

9.3 - corroborating formula only; not a placement decision

8.7-10.4 minutes at 100-120 wpm; Week 3 extended reading; chunked or multi-session reading with evidence categories

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately High	The passage develops a broader claim that curiosity, business vision, product design, and manufacturing innovation combined to transform transportation and industry.
Structure / cohesion	Moderately High	Twenty-one paragraphs form a multi-phase chronology: preparation, travel problem, business vision, product, social effects, assembly line, industry influence, and legacy.
Language demand	High	Sustained transportation, manufacturing, business, and economic vocabulary includes luxury items, opportunity, reasonable price, efficiency, production, industries, and economic opportunities.
Knowledge demand	Moderately High	Students connect early travel, automobile access, company development, manufacturing systems, community infrastructure, employment, and long-term influence.
Reader / task demand	High	Whole-text understanding requires chunking, synonym tracking, cause-and-effect chains, and evidence integration across several nonadjacent sections.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	transportation; luxury items; automobile companies; reasonable price; assembly line; manufacturing methods; efficiency; production; industries; economic opportunities
Three-or-more-syllable examples	transportation, automobiles, opportunity, destinations, companies, vehicles, customers, dependable, affordable, successful, reasonable, community, contributions, manufacturing, efficiency, production, organized, industries
Morphology	manufacture -> manufacturing; produce -> production / products; efficient -> efficiency; assemble -> assembly / assembled; connect -> connected; contribute -> contributions
Spelling / orthographic patterns	dense -tion, -ity, -ment, -able, -ive, and -al endings; proper nouns and dates; compound everyday; comparative forms faster and easier
Syntax / cohesion signals	while, because, instead, unlike, as a result, eventually, over time; car/automobile/vehicle synonyms require referential tracking across sections

Passage 9C continued	Henry Ford: Visionary of Travel	High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Vision for mobility	<i>"He imagined a future in which people could travel more easily, reach destinations faster, and enjoy greater freedom to move from place to place." (paragraph 5)</i>	A 24-word sentence combines an imagined future with a three-part result list.
Business challenge	<i>"The company had to design vehicles, hire workers, and convince customers to buy its products." (paragraph 7)</i>	Shows that innovation required coordinated business actions, not only an invention.
Product accessibility	<i>"Unlike some cars that required special knowledge to operate, the Model T was designed for ordinary families." (paragraph 8)</i>	Uses contrast to explain why the product was more accessible.
Production cause and effect	<i>"Cars could be assembled in less time, which reduced manufacturing costs." (paragraph 15)</i>	Connects assembly time with cost through a relative clause.
Broader influence	<i>"The success of the assembly line influenced many other industries." (paragraph 16)</i>	Supports a significant inference that the innovation extended beyond automobiles.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Very rich evidence across curiosity, transportation conditions, business goals, the Model T, mobility, roads, the assembly line, jobs, and industrial influence.
Inferential opportunities	How ordinary-family access changed communities; why road development followed automobile growth; how production systems influenced other industries.
Cross-paragraph evidence	Claims about impact can draw from paragraphs 5-11, manufacturing from 12-18, and legacy from 19-21.
Author's craft opportunities	Historical contrast, repeated cause-and-effect chains, synonym sets, lists of social effects, and a concluding legacy statement.
Writing value	Very rich evidence for a multi-reason response about how Ford changed travel, manufacturing, and communities.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into four sections: curiosity and context, product and access, community change, manufacturing and legacy.
- Build a cause-and-effect chain from expensive automobiles to the Model T, assembly efficiency, lower prices, and wider ownership.
- Have students select evidence from at least three sections before drafting a multi-reason response.

G. Formal Placement Rationale

Henry Ford: Visionary of Travel - Very High Stamina Report

Grade 3 nonfiction / Passage 9D / Teacher-facing text complexity evidentiary profile

Passage 9D	Henry Ford: Visionary of Travel	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 10
Paragraph 3	Beats 11 through 15
Paragraph 4	Beats 16 through 20
Paragraph 5	Beats 21 through 26
Paragraph 6	Beats 27 through 32
Paragraph 7	Beats 33 through 36
Paragraph 8	Beats 37 through 40
Paragraph 9	Beats 41 through 44
Paragraph 10	Beats 45 through 47
Paragraph 11	Beats 48 through 51
Paragraph 12	Beats 52 through 55
Paragraph 13	Beats 56 through 61
Paragraph 14	Beats 62 through 65
Paragraph 15	Beats 66 through 70
Paragraph 16	Beats 71 through 74
Paragraph 17	Beats 75 through 77
Paragraph 18	Beats 78 through 80
Paragraph 19	Beats 81 through 84
Paragraph 20	Beats 85 through 87
Paragraph 21	Beats 88 through 90
Paragraph 22	Beats 91 through 94
Paragraph 23	Beats 95 through 99
Paragraph 24	Beats 100 through 103
Paragraph 25	Beats 104 through 106
Paragraph 26	Beats 107 through 110
Paragraph 27	Beats 111 through 114

Provides the fullest account of farm-based curiosity, mechanical problem solving, historical travel, business strategy, the Model T, community and economic change, assembly-line production, industrial influence, and legacy.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction extended biography / innovation, manufacturing, economic and social impact synthesis
1,307 total words; 485 unique words
114 sentences; 27 paragraphs
11.5 words average; 25 words longest
24 sentences of 15+ words; 3 of 20+ words; 1 of 25+ words
1 syllable: 660 (50.5%); 2 syllables: 368 (28.2%); 3+ syllables: 279 (21.3%)
279 occurrences; 140 unique forms; 21.3% of passage words
10.2 - corroborating formula only; not a placement decision
10.9-13.1 minutes at 100-120 wpm; Week 4 multi-session whole-text reading; evidence matrix and oral rehearsal

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	High	Several purposes operate together: portray Ford as a problem solver, explain wider automobile access, describe assembly-line efficiency, and evaluate long-term social and industrial effects.
Structure / cohesion	High	Twenty-seven paragraphs create an extended chronology with recurring problem-solution cycles and later shifts from individual biography to community, economic, and industrial impact.
Language demand	High	The passage has the set's highest multisyllabic density and sustained vocabulary involving mechanical devices, affordability, manufacturing processes, economic growth, automobile ownership, principles, innovation, and legacy.
Knowledge demand	High	Students integrate farm technology, historical transportation, product design, business formation, cost and price, infrastructure, industry, jobs, and social change.
Reader / task demand	High	The text requires multi-session stamina, section-level gist, tracking of repeated concepts and synonyms, and synthesis of evidence across distant paragraphs.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	mechanical devices; affordability; practical; production costs; automobile ownership; assembly-line principles; economic opportunities; innovation; manufacturing; legacy
Three-or-more-syllable examples	opportunities, equipment, mechanical, curiosity, transportation, automobiles, individuals, available, destinations, customers, determination, affordability, dependable, practical, community, efficient, manufacturing, ownership, industries, economic, innovation
Morphology	afford -> affordable / affordability; determine -> determination; innovate -> innovation; manufacture -> manufacturing; efficient -> efficiency; produce -> production; contribute -> contributions
Spelling / orthographic patterns	high density of -tion, -ity, -ment, -able, -ive, -al, and -ance forms; proper nouns and dates; compound work stations; repeated irregular past-tense forms
Syntax / cohesion signals	although, unlike, instead of, because, as, over time, more than a century later; long-distance cohesion relies on repeated concepts and summary sentences

Passage 9D continued	Henry Ford: Visionary of Travel	Very High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Origin of curiosity	<i>"He often wondered if machines could make these jobs easier and faster." (paragraph 2)</i>	Connects farm experience with the question that drives his later problem solving.
Market goal	<i>"Instead of producing only a small number of expensive vehicles, he wanted to build reliable automobiles that many people could afford." (paragraph 8)</i>	Uses contrast to define the central business vision.
Community change	<i>"Better transportation helped connect communities and encouraged economic growth." (paragraph 14)</i>	Compresses two broad outcomes that require supporting evidence from surrounding paragraphs.
Production mechanism	<i>"Because production became more efficient, the cost of manufacturing automobiles decreased." (paragraph 19)</i>	Provides an explicit causal link between efficiency and cost.
Legacy inference	<i>"His legacy reminds us that one person's ideas can improve communities and shape the future for generations to come." (paragraph 27)</i>	Requires students to synthesize the biography into a transferable conclusion.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Extensive evidence across childhood, mechanical learning, travel barriers, business formation, the Model T, mobility, assembly production, prices, jobs, and legacy.
Inferential opportunities	How early experiences shaped later choices; how lower costs affected ownership; how transportation and manufacturing influenced economic growth and daily life.
Cross-paragraph evidence	Strong claims require evidence from the curiosity, product, community, production, industry, and legacy sections.
Author's craft opportunities	Extended chronology, repeated contrasts, conditional and causal statements, topic shifts, synonym chains, and final thematic synthesis.
Writing value	Excellent evidence for an ECR with categories addressing Ford's vision, product, production system, and long-term impact.

F. Teacher-Facing Instructional Guidance

- Teach the passage across multiple sessions rather than as one uninterrupted independent assignment.
- Create an evidence matrix with four categories: curiosity and vision, product access, production efficiency, and community/industry impact.
- Use oral rehearsal before writing so students can explain how evidence from distant paragraphs supports one controlling idea.

G. Formal Placement Rationale

Instructional Determination

The very-high version expands the sequence to 1,307 words and twenty-seven paragraphs. Its estimated 950L measure remains near the high version because sentence length is controlled while multisyllabic vocabulary increases. Instructional complexity is nevertheless much greater: students process more technical and economic language, more stages of the biography, more impact categories, and a substantially longer evidence-retrieval span. With multi-session chunking, explicit word-family instruction, and an evidence matrix, the text is appropriate for Grade 3 supplemental instruction focused on whole-text endurance, synthesis, and an extended evidence-based response.

Passage Set 9 Weekly Progression Summary

How recurring innovation and transportation content supports increasing reading and writing demand

WEEK	KNOWLEDGE / STAMINA EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
1 - Low	Establish curiosity, limited access, the Model T, assembly line, and impact.	Locate local evidence for the access problem and two solutions.	SCR explaining how Ford changed travel or manufacturing.
2 - Medium	Add travel conditions, affordability, daily-life effects, and production steps.	Connect evidence from the product, daily-life, and assembly-line sections.	Evidence paragraph explaining how lower prices and production changed access.
3 - High	Organize biography, transportation context, community change, manufacturing, and industry influence.	Categorize evidence across at least three sections.	Multi-reason response about changes to travel, production, and communities.
4 - Very High	Sustain the full account and integrate vision, product, process, economy, and legacy.	Synthesize evidence from the biography, product, production, and impact sections.	ECR with thesis (central idea), evidence categories, explanation, and larger inference.

Set 9 Instructional Rationale

The repeated innovation core allows students to spend less cognitive energy reconstructing the basic topic and more energy noticing how new evidence changes the explanation. Across the sequence, students can reuse a need-product-process-impact organizer while increasing the distance between evidence sources and the complexity of the written response.

Passage Set 10: Sam Walton - Visionary of Retail

Set-level progression and instructional interpretation

This sequence moves from a compact account of childhood hardship and a lower-price store idea to an extended biography involving responsibility, customer observation, pricing strategy, small-town access, employees, local economies, national growth, retail influence, and legacy. The recurring problem-solution framework supports students as business and economic relationships become more complex.

LEVEL	WORDS	PARAGRAPHS	PRIMARY ADDED DEMAND
Low	262	4	Great Depression context, retail problem, lower-price solution, community impact
Medium	620	12	Responsibility, customer observation, pricing strategy, small-town growth, jobs
High	1,014	21	Retail study, feedback, access strategy, teamwork, local economies, industry influence
Very High	1,256	26	Customer-first operations, expansion, employee voice, industry transformation, legacy

Set-Level Finding

The medium version has the highest numerical estimate at 1000L because it combines the set's longest average sentence length with sustained multisyllabic vocabulary. Later versions use more and shorter sentences, so the planning estimate decreases even while total length, subtopics, stakeholder groups, and whole-text synthesis demands increase substantially.

Recommended Teacher Lens

Across all four versions, return to three questions: What need did Walton notice? What business choices did he make to address it? How did those choices affect customers, workers, communities, and retail? These recurring questions provide a stable structure for increasingly complex evidence.

Sam Walton: Visionary of Retail - Low Stamina Report

Grade 3 nonfiction / Passage 10A / Teacher-facing text complexity evidentiary profile

Passage 10A	Sam Walton: Visionary of Retail	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 19 beats across 4 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 8
Paragraph 3	Beats 9 through 14
Paragraph 4	Beats 15 through 19

Establishes the anchor framework: Great Depression experiences shape Walton's concern for family budgets, he studies retail, opens Walmart with lower prices, and affects shopping, jobs, and communities.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction informational biography / retail problem-solution and community impact

262 total words; 168 unique words

19 sentences; 4 paragraphs

13.8 words average; 23 words longest

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

1 syllable: 160 (61.1%); 2 syllables: 69 (26.3%); 3+ syllables: 33 (12.6%)

33 occurrences; 28 unique forms; 12.6% of passage words

8.0 - corroborating formula only; not a placement decision

2.2-2.6 minutes at 100-120 wpm; Week 1 anchor text; teacher-supported close reading or partner reading

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately Low	The purpose is explicit: explain how Walton's early experiences and retail observations led to a lower-price store that changed shopping and communities.
Structure / cohesion	Moderate	Four dense paragraphs move chronologically from childhood context to retail observation, business action, and community impact.
Language demand	Moderately High	Historical and business vocabulary includes Great Depression, retail, customers, limited money, lower prices, shopping choices, company, determination, and communities.
Knowledge demand	Moderately High	Students benefit from background knowledge about the Great Depression, retail stores, pricing, small towns, business growth, and jobs.
Reader / task demand	Moderate	The passage is short, but each paragraph contains several connected ideas and the evidence chain extends from childhood experience to long-term business impact.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	Great Depression; retail store; customers; lower prices; Walmart; shopping choices; company; jobs; determination; communities
Three-or-more-syllable examples	difficult, American, history, family, Depression, delivering, newspapers, experiences, important, families, interested, carefully, customers, limited, Arkansas, everyday, determination, communities
Morphology	determine -> determination; limit -> limited; observe -> observed; interest -> interested; create -> created; community -> communities
Spelling / orthographic patterns	proper nouns Sam Walton, Great Depression, Rogers, Arkansas, and Walmart; -tion and -ity endings; compound newspapers and everyday; colon introduces the business plan
Syntax / cohesion signals	as, after, which meant, if, at first, over time; pronouns consistently refer to Sam, the store, or families

Passage 10A continued	Sam Walton: Visionary of Retail	Low Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Historical context	<i>"He was born in 1918, and as a child he watched his family work hard during the Great Depression." (paragraph 1)</i>	Introduces the historical conditions that shape his later business goal.
Early lesson	<i>"These experiences taught him an important lesson: families needed ways to stretch every dollar." (paragraph 1)</i>	A colon links experience with a stated conclusion about family needs.
Retail problem	<i>"Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed." (paragraph 2)</i>	Connects pricing with customer difficulty through a relative clause.
Business solution	<i>"His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." (paragraph 3)</i>	States the solution and purpose in one 20-word sentence.
Community impact	<i>"Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country." (paragraph 4)</i>	A 23-word concluding sentence synthesizes shopping and community effects.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	At least five categories: childhood hardship, family budgeting, retail observation, the lower-price store plan, and community/job impact.
Inferential opportunities	How childhood experiences influenced later choices; why lower prices appealed to families; why small-town stores affected communities.
Cross-paragraph evidence	Paragraph 1 establishes the need, paragraph 2 identifies the retail problem, paragraph 3 presents the solution, and paragraph 4 states the result.
Author's craft opportunities	Chronology, cause-and-effect, colon explanations, a relative clause, gradual-growth language, and final synthesis.
Writing value	Moderate-to-rich evidence for an SCR explaining how Walton tried to help families and communities.

F. Teacher-Facing Instructional Guidance

- Preview Great Depression, retail, customer, lower prices, and determination before reading.
- Use a four-step organizer: early experience, problem noticed, business idea, impact.
- Unpack the retail-problem and business-plan sentences before students write a short evidence-based response.

G. Formal Placement Rationale

Instructional Determination

The low-stamina passage contains 262 words in four information-dense paragraphs. Its estimated 975L planning measure reflects moderate sentence length and specialized historical and business vocabulary. The structure is clear, but students must connect a childhood experience in paragraph 1 with a retail problem in paragraph 2, a business solution in paragraph 3, and community effects in paragraph 4. With brief background knowledge about the Great Depression and retail, vocabulary preparation, and sentence unpacking, the passage is appropriate for Grade 3 supplemental instruction as a Week 1 anchor.

Sam Walton: Visionary of Retail - Medium Stamina Report

Grade 3 nonfiction | Passage 10B | Teacher-facing text complexity evidentiary profile

Passage 10B	Sam Walton: Visionary of Retail	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 44 beats across 12 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 8
Paragraph 3	Beats 9 through 12
Paragraph 4	Beats 13 through 16
Paragraph 5	Beats 17 through 20
Paragraph 6	Beats 21 through 24
Paragraph 7	Beats 25 through 28
Paragraph 8	Beats 29 through 32
Paragraph 9	Beats 33 through 35
Paragraph 10	Beats 36 through 38
Paragraph 11	Beats 39 through 40
Paragraph 12	Beats 41 through 44

Retains the anchor biography while adding responsibility, customer observation, store improvement, a deliberate pricing strategy, small-town access, employment, company growth, and legacy.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction informational biography / customer-centered retail and business growth explanation
620 total words; 290 unique words
44 sentences; 12 paragraphs
14.1 words average; 24 words longest
20 sentences of 15+ words; 7 of 20+ words; 0 of 25+ words
1 syllable: 371 (59.8%); 2 syllables: 171 (27.6%); 3+ syllables: 78 (12.6%)
78 occurrences; 51 unique forms; 12.6% of passage words
8.3 - corroborating formula only; not a placement decision
5.2-6.2 minutes at 100-120 wpm; Week 2 extended reading; teacher-guided chunking and organizer

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderate	The passage explains how early lessons, careful observation, low-price decisions, and continual improvement helped Walton serve families and grow a company.
Structure / cohesion	Moderate	Twelve paragraphs form a clear chronology with recurring problem-solution and cause-effect relationships.
Language demand	Moderately High	The passage adds responsibility, displayed, profits, affordable, expanded, employees, opportunities, original idea, creativity, and successful businesses.
Knowledge demand	Moderately High	Students integrate historical hardship, customer needs, pricing decisions, store operations, small-town access, employment, and business expansion.
Reader / task demand	Moderately High	The text requires students to connect evidence across childhood, store observation, pricing, community access, jobs, and long-term influence.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	responsibility; customers; products displayed; profits; affordable prices; expanded; employees; opportunities; original idea; successful businesses
Three-or-more-syllable examples	responsibility, Depression, customers, attention, understand, Arkansas, everyday, constantly, affordable, communities, distances, expanded, employees, opportunities, determination, creativity, successful
Morphology	responsible -> responsibility; afford -> affordable; expand -> expanded; employ -> employees; create -> creativity; improve -> improve / improved
Spelling / orthographic patterns	proper nouns and dates; -ity, -tion, -able, -ee, and -ful endings; compound household and everyday; possessive Sam's
Syntax / cohesion signals	even as, watching, the more...the more, instead of, if, as more, although; recurring customer/store/business nouns support cohesion

Passage 10B continued	Sam Walton: Visionary of Retail	Medium Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Historical influence	<i>"Watching families struggle during the Great Depression helped him realize that many people had to be careful about how they spent their money." (paragraph 2)</i>	A 23-word sentence connects observation, inference, and later purpose.
Customer observation	<i>"He listened to shoppers and tried to understand what they liked and disliked about stores." (paragraph 4)</i>	Shows deliberate evidence gathering from the people the business would serve.
Business plan	<i>"His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." (paragraph 5)</i>	States product variety, lower prices, and customer purpose in one sentence.
Pricing strategy	<i>"Instead of focusing only on making large profits, Sam worked hard to make sure customers could find products at affordable prices." (paragraph 7)</i>	Uses contrast to explain a decision and its intended benefit.
Employment impact	<i>"The growing business provided opportunities for people in communities across the country." (paragraph 10)</i>	Extends the effect from shoppers to workers and communities.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Rich evidence across childhood responsibility, customer observation, the first store, low-price strategy, small-town access, jobs, and company growth.
Inferential opportunities	Why listening built trust; why lower prices encouraged return visits; how stores in small towns changed access and employment.
Cross-paragraph evidence	Paragraphs 1-4 establish experience and need; 5-8 explain the plan and pricing; 9-12 develop community impact and legacy.
Author's craft opportunities	Repeated learning language, contrast, conditional reasoning, gradual-growth transitions, examples, and final reflection.
Writing value	Rich evidence for a paragraph explaining how Walton's choices affected customers, workers, and communities.

F. Teacher-Facing Instructional Guidance

- Color-code evidence for early lessons, customer observation, business decisions, and community outcomes.
- Build a cause-and-effect organizer linking lower prices, return visits, store growth, small-town access, and jobs.
- Require evidence from at least two nonadjacent sections before students draft an evidence paragraph.

G. Formal Placement Rationale

Sam Walton: Visionary of Retail - High Stamina Report

Grade 3 nonfiction / Passage 10C / Teacher-facing text complexity evidentiary profile

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 79 beats across 21 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 9
Paragraph 3	Beats 10 through 13
Paragraph 4	Beats 14 through 17
Paragraph 5	Beats 18 through 21
Paragraph 6	Beats 22 through 25
Paragraph 7	Beats 26 through 29
Paragraph 8	Beats 30 through 33
Paragraph 9	Beats 34 through 38
Paragraph 10	Beats 39 through 42
Paragraph 11	Beats 43 through 46
Paragraph 12	Beats 47 through 50
Paragraph 13	Beats 51 through 53
Paragraph 14	Beats 54 through 56
Paragraph 15	Beats 57 through 60
Paragraph 16	Beats 61 through 64
Paragraph 17	Beats 65 through 67
Paragraph 18	Beats 68 through 70
Paragraph 19	Beats 71 through 73
Paragraph 20	Beats 74 through 76
Paragraph 21	Beats 77 through 79

Develops the full business arc: Great Depression lessons, work habits, retail study, customer feedback, low-price strategy, small-town access, employees, local economies, company growth, and industry influence.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction extended biography / retail strategy, community access, and industry impact

1,014 total words; 387 unique words

79 sentences; 21 paragraphs

12.8 words average; 22 words longest

26 sentences of 15+ words; 6 of 20+ words; 0 of 25+ words

1 syllable: 568 (56.0%); 2 syllables: 277 (27.3%); 3+ syllables: 169 (16.7%)

169 occurrences; 87 unique forms; 16.7% of passage words

8.9 - corroborating formula only; not a placement decision

8.4-10.1 minutes at 100-120 wpm; Week 3 extended reading; chunked or multi-session reading with evidence categories

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately High	The text explains how determination, learning, customer focus, lower prices, small-town strategy, and teamwork combined to change retail shopping.
Structure / cohesion	Moderately High	Twenty-one paragraphs form an extended chronology with repeated cycles of observation, decision, result, and expansion.
Language demand	High	Sustained business and economic vocabulary includes responsibility, retail, customer feedback, convenient, opportunities, local economies, adapting, expanding, and determination.
Knowledge demand	Moderately High	Students connect historical hardship, entrepreneurship, pricing, customer service, location strategy, employment, local economies, and industry influence.
Reader / task demand	High	Students must maintain the biography across several subtopics and synthesize evidence from nonadjacent sections for a multi-reason explanation.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	Great Depression; retail; customer feedback; affordable products; small-town strategy; employees; local economies; teamwork; expanding company; industry influence
Three-or-more-syllable examples	responsibility, businessman, customers, successful, carefully, businesses, studying, operated, experience, determination, necessary, affordable, variety, appreciated, communities, convenient, companies, opportunities, employees, economies, adapting, expanding
Morphology	determine -> determination; responsible -> responsibility; operate -> operated; adapt -> adapting; expand -> expanding; success -> successful; create -> created
Spelling / orthographic patterns	high frequency of -tion, -ity, -ment, -able, -ive, and -al forms; proper nouns and dates; compound household and everyday; possessives
Syntax / cohesion signals	whether, while, instead of, if, as more, although, over time; store/Walmart/business/company and customer/shopper terms require synonym tracking

Passage 10C continued	Sam Walton: Visionary of Retail	High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Formative experience	<i>"Watching people struggle taught him to appreciate hard work and understand the challenges many families faced." (paragraph 2)</i>	Connects historical experience with a later business purpose.
Learning from others	<i>"He believed that learning from others could help him become a better business owner." (paragraph 7)</i>	Establishes continual learning as a recurring cause of improvement.
Customer-return logic	<i>"He believed that if people had a good experience and found affordable products, they would continue returning to his store." (paragraph 10)</i>	Uses conditional reasoning to connect service, price, and loyalty.
Small-town access	<i>"He believed people living in small towns deserved the same access to affordable products as people living in bigger cities." (paragraph 14)</i>	Introduces an equity-of-access claim that supports location decisions.
Teamwork and adaptation	<i>"This teamwork helped Walmart continue growing and adapting to customer needs." (paragraph 16)</i>	Links employee voice with organizational change and growth.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Very rich evidence across hardship, responsibility, study of stores, pricing, customer trust, small-town access, jobs, teamwork, growth, and industry influence.
Inferential opportunities	How learning from others improved decisions; why small towns were an opportunity; how employee ideas supported adaptation and growth.
Cross-paragraph evidence	Claims can draw from paragraphs 1-7 for preparation, 8-12 for strategy, 13-17 for access and growth, and 18-21 for influence and legacy.
Author's craft opportunities	Chronology, repeated cause-and-effect patterns, conditional statements, contrasting business choices, and concluding synthesis.
Writing value	Very rich evidence for a multi-reason response about how Walton's habits and business choices affected customers and communities.

F. Teacher-Facing Instructional Guidance

- Chunk the text into four sections: early lessons, retail study, customer strategy, expansion and influence.
- Use a business cause-and-effect chain linking observation, lower prices, customer trust, small-town access, jobs, and growth.
- Require students to select evidence from at least three sections before composing a multi-reason response.

G. Formal Placement Rationale

Sam Walton: Visionary of Retail - Very High Stamina Report

Grade 3 nonfiction / Passage 10D / Teacher-facing text complexity evidentiary profile

Passage 10D	Sam Walton: Visionary of Retail	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 103 beats across 26 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 9
Paragraph 3	Beats 10 through 13
Paragraph 4	Beats 14 through 18
Paragraph 5	Beats 19 through 23
Paragraph 6	Beats 24 through 28
Paragraph 7	Beats 29 through 31
Paragraph 8	Beats 32 through 36
Paragraph 9	Beats 37 through 41
Paragraph 10	Beats 42 through 45
Paragraph 11	Beats 46 through 49
Paragraph 12	Beats 50 through 53
Paragraph 13	Beats 54 through 57
Paragraph 14	Beats 58 through 60
Paragraph 15	Beats 61 through 64
Paragraph 16	Beats 65 through 68
Paragraph 17	Beats 69 through 72
Paragraph 18	Beats 73 through 76
Paragraph 19	Beats 77 through 80
Paragraph 20	Beats 81 through 84
Paragraph 21	Beats 85 through 87
Paragraph 22	Beats 88 through 90
Paragraph 23	Beats 91 through 93
Paragraph 24	Beats 94 through 96
Paragraph 25	Beats 97 through 100
Paragraph 26	Beats 101 through 103

Provides the fullest account of financial hardship, work ethic, retail learning, customer-centered operations, low-price strategy, small-town expansion, employee voice, national growth, industry change, and legacy.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction extended biography / entrepreneurship, retail systems, community and industry synthesis
1,256 total words; 427 unique words
103 sentences; 26 paragraphs
12.2 words average; 28 words longest
29 sentences of 15+ words; 4 of 20+ words; 1 of 25+ words
1 syllable: 708 (56.4%); 2 syllables: 337 (26.8%); 3+ syllables: 211 (16.8%)
211 occurrences; 108 unique forms; 16.8% of passage words
8.6 - corroborating formula only; not a placement decision
10.5-12.6 minutes at 100-120 wpm; Week 4 multi-session whole-text reading; evidence matrix and oral rehearsal

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	High	Multiple connected purposes require synthesis: explain Walton's motivation, describe customer-centered business practices, trace expansion, and evaluate effects on workers, communities, and retail.
Structure / cohesion	High	Twenty-six paragraphs form an extended chronology with recurring observation-action-result cycles and later shifts from one store to national and industry-wide influence.
Language demand	High	The passage sustains business and economic language including financially, work ethic, managing products, efficient, inventory, employment opportunities, local economies, product selections, industry, entrepreneur, and legacy.
Knowledge demand	High	Students integrate the Great Depression, entrepreneurship, store operations, pricing, customer service, location strategy, employment, corporate growth, and retail influence.
Reader / task demand	High	Whole-text understanding requires multi-session stamina, section-level gist, perspective and referent tracking, and synthesis of evidence across distant paragraphs.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	financially; work ethic; retail; managing products; efficient; additional locations; inventory; employment opportunities; local economies; customer-first; retail industry; entrepreneur
Three-or-more-syllable examples	financially, businesses, challenges, importance, responsibility, determination, observing, operated, customers, decisions, graduating, managing, opportunity, affordable, constantly, communities, efficient, additional, inventory, employment, opportunities, employees, improvements, company
Morphology	finance -> financial / financially; employ -> employees / employment; decide -> decisions; improve -> improving / improvements; expand -> expanded / expanding; select -> selections; influence -> influenced / influencing
Spelling / orthographic patterns	dense -tion, -ity, -ment, -able, -ive, -al, and -ly forms; proper nouns and dates; compound newspapers and household; apostrophes and possessives
Syntax / cohesion signals	because of, rather than, while, whenever, if, as, although, over time; this approach, these jobs, and what started require tracking prior ideas

Passage 10D continued	Sam Walton: Visionary of Retail	Very High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Enduring motivation	<i>"He never forgot what it was like for families to worry about money, and he wanted to find ways to help people save." (paragraph 3)</i>	Connects childhood hardship with the central business purpose.
Customer-centered principle	<i>"He understood that customers were the most important part of any business." (paragraph 11)</i>	States the principle that organizes later decisions about price, service, and growth.
Community access	<i>"Other businesses often focused on larger cities, but Sam believed smaller communities deserved access to affordable products as well." (paragraph 14)</i>	Uses contrast to explain the significance of the small-town strategy.
Employee culture	<i>"He believed that good ideas could come from anyone, regardless of their position." (paragraph 17)</i>	Broadens the source of improvement and supports a teamwork inference.
Legacy synthesis	<i>"His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history." (paragraph 26)</i>	A 28-word sentence synthesizes three habits with the long-term outcome.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Extensive evidence across hardship, work ethic, retail learning, customer needs, low prices, operations, location strategy, employment, teamwork, expansion, and legacy.
Inferential opportunities	How personal history shaped business values; how listening improved decisions; how access, employment, and product selection affected communities and competitors.
Cross-paragraph evidence	Strong claims require evidence from the motivation, store design, customer strategy, expansion, employee, industry, and legacy sections.
Author's craft opportunities	Extended chronology, contrast, recurring conditional logic, reference chains, gradual-growth language, and a final thematic synthesis.
Writing value	Excellent evidence for an ECR with categories addressing motivation, customer focus, expansion, teamwork, and lasting impact.

F. Teacher-Facing Instructional Guidance

- Teach the passage across multiple sessions with a visible timeline and section headings that remain available throughout the week.
- Create an evidence matrix with four categories: motivation and work ethic, customer strategy, community and employee impact, and industry legacy.
- Use oral rehearsal before writing so students can explain how evidence from distant sections supports one controlling idea.

G. Formal Placement Rationale

Passage Set 10 Weekly Progression Summary

How recurring customer, retail, and community content supports increasingly complex reasoning

WEEK	KNOWLEDGE / STAMINA EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
1 - Low	Establish hardship, family budgeting, retail problem, lower-price plan, and impact.	Locate evidence for the need, the business idea, and the result.	SCR explaining how Walton tried to help families.
2 - Medium	Add responsibility, customer observation, pricing, small-town access, jobs, and growth.	Connect evidence from childhood, store decisions, and community outcomes.	Evidence paragraph explaining how business choices affected customers and communities.
3 - High	Organize retail learning, customer trust, access strategy, teamwork, economies, and influence.	Categorize evidence across preparation, strategy, growth, and legacy.	Multi-reason response using evidence from at least three sections.
4 - Very High	Sustain the full biography and integrate customer focus, operations, expansion, employees, and legacy.	Synthesize whole-text evidence across motivation, strategy, community, and industry.	ECR with thesis (central idea), evidence categories, explanation, and inference.

Set 10 Instructional Rationale

Because the business concepts become increasingly abstract, the repeated-content structure is essential. A persistent need-decision-result organizer, customer-and-community evidence chart, and vocabulary map allow students to compare new details with the established anchor while increasing stamina and written reasoning.

Cross-Set Teacher Guidance

Using Cluster 5 as a coherent supplemental reading and writing progression

Key Instructional Findings

Recommended Repeated Routine

STEP	TEACHER AND STUDENT ACTION
1. Activate	Recall the stable person, need, essential vocabulary, and prior week's central idea.
2. Preview	Identify the new paragraph span, subtopics, and vocabulary before reading.
3. Read	Use an instructional mode appropriate to the level: guided, partner, chunked, or multi-session.
4. Retrieve	Mark exact evidence and record paragraph locations.
5. Connect	Explain how two or more details relate through cause, sequence, contrast, example, or impact.
6. Organize	Sort evidence into recurring categories such as need, idea, action, customer or community effect, and legacy.
7. Write	Match the written product to the level of evidence integration expected for that week.

Evidence and Writing Progression

LEVEL	EVIDENCE LOCATION	EXPECTED REASONING	APPROPRIATE PRODUCT
Low	Local or adjacent paragraphs	Identify and explain one clear problem-solution or cause-effect relationship.	Short constructed response
Medium	Two or more nonadjacent paragraphs	Connect repeated and newly added information.	Evidence paragraph
High	Several biographical, product, business, or impact sections	Categorize evidence and explain relationships.	Multi-reason response
Very High	Whole text	Synthesize evidence, qualify ideas, and make a larger inference.	Extended constructed response

Publication Verification Record

Final checks before external distribution or formal certification

STATUS / RECORD

Completed for this teacher-facing analysis

Repeat if any passage wording changes

Pending; replace planning estimates when available

Repeat if any passage wording changes

Confirm after final layout of student passages

Completed in each passage ledger

Confirm reading mode, scaffolds, and written product

Teacher Publication Checklist

- ☐ Confirm the passage title and stamina label.
- ☐ Confirm final word count after any editing.
- ☐ Retain at least one direct passage example for each qualitative rating.
- ☐ Identify the intended reading mode and number of readings.
- ☐ Match the written-response demand to the weekly stamina level.
- ☐ Document vocabulary, morphology, and sentence-level scaffolds.
- ☐ Preserve paragraph numbering so evidence locations remain auditable.

References

[1] Achieve the Core. Informational Texts Qualitative Analysis Tool.

[2] Institute of Education Sciences, What Works Clearinghouse. Improving Reading Comprehension in Kindergarten Through 3rd Grade.

Final Determination

Cluster 5 is appropriate as a supported Grade 3 supplemental progression when teachers preserve conceptual continuity, explicitly teach transportation, manufacturing, retail, and business vocabulary, adjust reading mode to the weekly stamina level, and increase evidence and writing expectations gradually. The passage sets are strongest when the reported planning estimates are interpreted together with word count, paragraph span, qualitative complexity, reader/task demand, and direct evidence from the texts.