

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 8, Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 8
CAPSTONE RESEARCH AND SOURCE-LITERACY PROGRESSION

Text Complexity, Reading Stamina, and Research Synthesis

EVIDENTIARY REPORT PACKAGE

PASSAGE 15	A PLACE TO GROW	VERY HIGH CAPSTONE
PASSAGE 16	PEOPLE MAKE THE DIFFERENCE	VERY HIGH CAPSTONE
SIMULATED SOURCES	WEBSITE + BOOK EXCERPT	RESEARCH PRACTICE

DOCUMENT CONTROL	RECORD
Intended Use	Grade 3 Supplemental Support Lesson Guide
Document Type	Official Teacher-Facing Text Complexity and Research-Source Planning Report
Version / Date	Version 1.0 August 2026
Texts Analyzed	Four prose sources: two Very High Stamina capstone synthesis articles and two simulated research-practice sources

Package Contents

Scope, organization, source architecture, and intended instructional use

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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 8 source separately while explaining how the cluster functions as a year-end capstone. The report distinguishes linguistic readability from reading stamina, prior-knowledge

retrieval, source-type recognition, corroboration, paraphrasing, evidence integration, and research-writing complexity.

Source Set Overview

SOURCE FAMILY	SUPPLIED TEXTS	PRIMARY INSTRUCTIONAL FUNCTION
Place, Geography, and Community	Passage 15: A Place to Grow; simulated Community Quest Kids webpage	Use a long synthesis article and a concise webpage to research how geography, resources, adaptation, trade, transportation, and human choices shape communities.
People, Ideas, Actions, and Impact	Passage 16: People Make the Difference; simulated Small Choices, Strong Communities book excerpt	Use a long synthesis article and a concise book excerpt to compare how people notice needs, ask questions, act, serve, preserve, and create community impact.

Source-Fidelity Note

Cluster 8 contains two Very High Stamina capstone articles and two shorter simulated research sources. This report preserves that architecture, does not invent missing stamina levels, and documents increasing complexity through yearlong transfer, source comparison, corroboration, paraphrasing, and synthesis.

Overall Purpose Statement

Using a capstone source set to retrieve yearlong knowledge, evaluate sources, and produce research-based writing

Official Cluster 8 Purpose Statement

Cluster 8 is the Grade 3 capstone research and transfer experience. Students revisit ideas, people, places, problems, and evidence patterns developed across PREPARE and Clusters 1-7, then use that knowledge within two extended synthesis articles and two simulated companion sources. The instructional goal is not merely to read longer text. Students must recognize source type, collect relevant evidence, compare overlapping information, distinguish direct evidence from inference, paraphrase accurately, corroborate claims, organize notes, and develop a research response with a defensible thesis (central idea).

The two capstone articles provide breadth and evidence density. The simulated sources provide controlled practice with website and book-excerpt conventions. Together, the four texts create two research families rather than a conventional four-step word-count staircase.

What Remains Stable and What Intentionally Increases

STABLE ACROSS THE SOURCE SET	INTENTIONALLY INCREASES ACROSS THE RESEARCH TASK
Community as the unifying concept	Number of prior clusters and disciplines students must retrieve
Use of claims, reasons, examples, and evidence	Distance between related evidence and need to categorize notes
Recurring questions about needs, choices, and effects	Source-type awareness, metadata, authenticity, and citation decisions
Expectation that students explain why evidence matters	Paraphrasing, corroboration, comparison, and synthesis
Teacher modeling followed by student application	Independence in selecting sources and building a thesis (central idea)

Two Capstone Research Families

FAMILY	LONG-FORM SOURCE	COMPANION SOURCE	CULMINATING QUESTION
Place and Geography	1,512-word capstone article	246-word simulated website	How do geography and human choices work together to shape communities?
People and Impact	1,846-word capstone article	257-word simulated book excerpt	How do ideas, talents, choices, and actions strengthen communities?

Yearlong Continuum and Coherence - Part I

How PREPARE and Clusters 1-4 become evidence within the Cluster 8 capstone

EARLIER STAGE	PRIOR TEXT / CONCEPT	REAPPEARS IN CLUSTER 8	TRANSFER DEMAND
PREPARE	The Recess Question; The Mystery of the Traveling Shell	Recess perspectives and voting appear in Passage 16; Poverty Point, shells, rivers, scarcity, trade, and artifact evidence appear in Passage 15 and the website.	Students reuse claim-evidence reasoning, perspective taking, alternatives, maps, artifacts, and inference.
Cluster 1	The Pilgrims Chose Plymouth; Life Along the Nile River	Plymouth resources, Wampanoag and Patuxet homelands, the Nile, floodwaters, fertile soil, boats, farming, and settlement appear in Passage 15.	Students compare how different places provide opportunities and challenges.
Cluster 2	Laura Ingalls Wilder; Carmen Lomas Garza	Wilder appears in both capstones; Garza appears in Passage 16 and the simulated book excerpt.	Students explain how stories and art preserve everyday life, culture, and historical evidence.
Cluster 3	Why We Need Laws; The Lunchroom Discoveries	Laws, fairness, citizenship, and Ancient Greece appear in Passage 16; Pasteur and pasteurization appear in Passage 16 and the book excerpt.	Students connect genre learning with civic and scientific content and evaluate how ideas improve communities.
Cluster 4	Benjamin Franklin and Electricity; The Founding Fathers	Franklin, electricity, the lightning rod, laws, rights, responsibilities, and government participation become examples in Passage 16.	Students transfer problem-solution and civic-system reasoning into a broader people-and-impact framework.

Continuity Finding

Cluster 8 does not introduce disconnected review topics. It deliberately reuses the same knowledge students previously read, discussed, and wrote about, then asks them to retrieve that knowledge within longer texts and a new research purpose.

Yearlong Continuum and Coherence - Part II

How Clusters 5-7 and Cluster 8 complete the Grade 3 instructional arc

EARLIER STAGE	PRIOR TEXT / CONCEPT	REAPPEARS IN CLUSTER 8	TRANSFER DEMAND
Cluster 5	Henry Ford; Sam Walton	Ford appears in both capstones; Walton appears in Passage 16. Transportation, assembly-line production, retail access, jobs, and community effects are revisited.	Students analyze multiple effects rather than stopping at a single success statement.
Cluster 6	Crash; The Good Citizen	Honesty, admitting mistakes, responsibility, volunteering, animal-shelter work, trust, and small choices reappear in Passage 16 and the book excerpt.	Students connect fictional character choices with real-world civic habits and ordinary contribution.
Cluster 7	A Dream Can Grow; What Will You Give?	Dr. King, words becoming action, President Kennedy, contribution, the Peace Corps, service, listening, and cooperation appear in Passage 16.	Students move from poetic interpretation to nonfiction research and civic application.
Cluster 8	Two capstone articles plus two simulated research sources	All earlier strands converge around place, people, needs, questions, actions, evidence, and impact.	Students compare sources, corroborate information, organize notes, and write a research-based synthesis.

Direct References and Conceptual Echoes

TYPE OF CONNECTION	TEACHER INTERPRETATION
Direct reference	The Cluster 8 source names the earlier person, place, text topic, or event, such as the Nile, Poverty Point, Franklin, Ford, Garza, Wilder, King, or Kennedy.
Conceptual echo	The Cluster 8 source revisits a prior habit or idea without naming the earlier passage, such as honesty, responsibility, multiple perspectives, fair rules, or service.
Research transfer	Students should return to the earlier source when available, compare the treatment, and identify what Cluster 8 adds, condenses, or reframes.

Whole-Year Coherence

The Grade 3 experience progresses from understanding individual passages to recognizing recurring patterns across texts, genres, disciplines, and time. Cluster 8 makes that coherence visible and asks students to use it as evidence.

Recommended Four-Module Research Sequence

A teacher-facing implementation pathway for the supplied Cluster 8 architecture

MODULE	PRIMARY SOURCE USE	READING / RESEARCH GOAL	EVIDENCE / WRITING GOAL
Module 1	Passage 15: A Place to Grow	Chunk the Very High Stamina article by heading; retrieve earlier geography, settlement, trade, and transportation knowledge.	Create category notes: place provides / challenge / human response / effect.
Module 2	Simulated website paired with Passage 15	Identify webpage features and simulation status; compare concise statements with fuller explanations.	Paraphrase, corroborate, and answer the geography-community research question with two sources.
Module 3	Passage 16: People Make the Difference	Chunk by thematic heading; track person or group, need, question, action, impact, and evidence.	Compare at least three forms of community contribution and identify multiple effects.
Module 4	Simulated book excerpt paired with Passage 16 and earlier texts	Use book-style metadata and NOTICE-QUESTION-ACT-IMPACT; compare, corroborate, and evaluate source usefulness.	Develop a thesis (central idea), organize notes, cite the classroom sources accurately, and produce a research synthesis.

Research Complexity Progression

STEP	STUDENT ACTION	TEACHER EVIDENCE OF GROWTH
Retrieve	Recall people, places, ideas, and evidence from prior clusters.	Student identifies relevant earlier learning without retelling every passage.
Record	Capture source metadata and relevant notes.	Notes are categorized, concise, and traceable to a source.
Compare	Notice overlap, added details, source-type differences, and possible limits.	Student explains what agrees, what differs, and why one source may be more useful for a question.
Corroborate	Use more than one source to support a claim.	Student avoids presenting one repeated statement as two independent ideas.
Synthesize	Build a new explanation from several sources and examples.	Student develops a thesis (central idea) and explains relationships among evidence.

Implementation Note

The four-module sequence above is a recommended use of the supplied architecture. Teachers may revisit both capstone articles throughout the month so that research habits develop cumulatively rather than through one-time reading.

Research Basis and Measurement Protocol

How the Cluster 8 evidentiary profile is calculated and interpreted

LENS	WHY IT MATTERS IN CLUSTER 8
Quantitative	Documents language and stamina demands but does not capture research synthesis by itself.
Qualitative	Shows why a short source may still require sophisticated source evaluation and why a long source may need chunking.
Reader / Task	Connects the text to what Grade 3 students are actually asked to do with it.
Research / Source Literacy	Addresses the distinctive demands of simulated sources and multi-source research.

Counting Conventions

ELEMENT	CLUSTER 8 CONVENTION
Counted	Student-facing prose, internal headings, displayed research questions, emphasis statements, and Big Idea language.
Excluded	Passage number, stamina label, TEKS metadata, all main source titles, pretend-source metadata labels, and simulation disclaimers.
Text-unit count	Blank-line-separated paragraphs, internal headings, displayed questions, and short emphasis statements are counted as paragraph/text units because they affect pacing and navigation.
Hyphenated words	Meaningful hyphenated compounds are counted as one word.
Simulation status	The simulated webpage and book excerpt receive prose counts and estimates but must remain clearly labeled as instructional simulations.

Master Quantitative Comparison

Actual word counts, corroborating measures, and instructional-planning estimates

SOURCE	ROLE	WORDS	TEXT UNITS	AVG SENT.	3+ SYLL.	F-K
A Place to Grow	Very High Stamina Capstone Article	1,512	120	10.8	14.4%	8.0
Community Quest Kids Website	Simulated Educational Website	246	23	9.8	13.4%	7.6
People Make the Difference	Very High Stamina Capstone Article	1,846	183	9.8	16.3%	8.5
Small Choices, Strong Communities	Simulated Nonfiction Book Excerpt	257	18	9.5	12.1%	7.8

Planning Ranges and Primary Added Demand

SOURCE	LIKELY RANGE	PRIMARY ADDED DEMAND
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Quantitative Interpretation

The capstone articles carry the stamina load; the shorter simulated sources carry source-type, metadata, corroboration, and paraphrasing demands. No single score represents the complete research task.

Cross-Source Findings

FINDING	EVIDENTIARY INTERPRETATION
Sentence length is not the dominant challenge	Average sentence length remains below 11 words, while knowledge integration, vocabulary, and evidence distance are high.
Multisyllabic load remains substantial	The capstone articles contain 217 and 300 three-or-more-syllable word occurrences.
Text features support navigation	Headings and display questions reduce local processing load while increasing the need to understand organizational purpose.
Research task raises effective complexity	Source comparison, corroboration, paraphrasing, and synthesis make the complete task more demanding than any one score suggests.

Source Family A: Place, Geography, and Community

Long-form synthesis paired with a concise simulated website

This source family asks students to explain how geography creates opportunities and challenges while people use resources, adapt, modify environments, trade, travel, work, and make decisions. The shorter source repeats the framework in compressed webpage form so students can compare depth, structure, and usefulness.

SOURCE	WORDS	SOURCE ROLE	PRIMARY RESEARCH DEMAND
A Place to Grow	1,512	Very High Stamina capstone article	Categorize evidence across many historical examples and synthesize geography with human agency.
Community Quest Kids webpage	246	Simulated companion website	Identify simulation status, use headings, paraphrase, and corroborate selected claims.

Recommended Recurring Research Questions

QUESTION	EVIDENCE CATEGORY
What did the place provide?	Water, soil, timber, harbor access, grasslands, waterways, and other resources.
What challenge did people face?	Flooding, drought, cold, travel difficulty, scarcity, or limited materials.
What did people do?	Adapt, modify, build, farm, trade, transport, or organize work.
What changed as a result?	Settlement, trade, jobs, transportation, connection, or community growth.
What evidence appears in both sources?	A repeated idea that can be corroborated, paraphrased, and compared for depth.

Set-Level Finding

The 6.1-fold difference in word count creates a useful research contrast. Passage 15 provides breadth and nuance; the simulated website provides concise organization and research prompts. Students should learn that a shorter source may be easier to navigate but less complete.

Recommended Teacher Lens

Across both sources, return to one sentence frame: “The place provided ____; people responded by ____; as a result, ____.” This frame helps students connect a geographic condition with human action rather than listing unrelated facts.

A Place to Grow: How Geography Helps Build a Community - Report

Grade 3 Cluster 8 | Passage 15 | Teacher-facing text complexity and research-source evidentiary profile

Passage 15	A Place to Grow	Very High Stamina Capstone Article
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Synthesizes geography, resources, adaptation, trade, transportation, work, and human decision-making across examples drawn from the year. The article asks students to explain both what a place provides and what people do with those opportunities and challenges.

A. Official Source Profile

DOCUMENTED RESULT

Grade 3 supplemental support; teacher-supported capstone research and increasingly independent source use

Very High Stamina Capstone Article; Authentic program-created instructional passage

Prose nonfiction / social studies synthesis article

1,512 total words; 523 unique words

140 sentences; 120 paragraph, heading, question, or display-text units

10.8 words average; 32 words longest

32 sentences of 15+ words; 8 of 20+; 4 of 25+

1 syllable: 860 (56.9%); 2 syllables: 435 (28.8%); 3+ syllables: 217 (14.4%)

8.0 - corroborating formula only; not a placement decision

12.6-15.1 minutes at 100-120 wpm; use with purposeful chunking, discussion, and research note-taking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Purpose / central idea	High	The explicit claim that geography affects life is refined by a second claim: resources create possibilities, but people make choices, adapt, modify environments, trade, and build communities.
Structure / cohesion	High	Seven internal headings, repeated guiding questions, short display statements, and several historical cases create a thematic synthesis structure rather than a single chronology.

Passage 15 continued	A Place to Grow	Very High Stamina Capstone Article
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DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Language demand	Moderately High	Mostly direct prose is combined with geography, archaeology, economics, environmental, and transportation vocabulary such as fertile, irrigation, scarcity, networks, and long-distance.
Knowledge demand	High	Readers integrate prior knowledge about the Nile, Plymouth, Wampanoag and Patuxet homelands, frontier life, Poverty Point, trade routes, and Henry Ford.
Reader / task demand	High	Students must sustain 1,512 words, compare examples across distant sections, distinguish geographic conditions from human agency, and select evidence for a research explanation.

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

FEATURE	EVIDENCE FROM THE SOURCE
Academic / domain vocabulary	geography; opportunities; fertile; resources; transportation; adapt; modify; irrigation; scarcity; archaeologists; networks; technology; influence
Three-or-more-syllable examples	transportation; archaeologists; Massachusetts; opportunities; civilization; environments; automobiles; irrigation; historical; responsibly
Morphology / word families	transport → transportation; connect → connected; adapt → adapted; communicate → communicated; settle → settlement; scarce → scarcity
Spelling / orthographic patterns	-tion, -ity, -ment, -ous, and -able endings; geo- and archae- elements; proper nouns; hyphenated forms long-distance and present-day
Syntax / cohesion signals	Repeated questions; example transitions such as one example and the same pattern; contrast through but and however; causal links through because and so

D. Research and Source-Literacy Demands

RESEARCH FEATURE	TEACHER-FACING INTERPRETATION
Research role	Long-form synthesis source that supplies multiple examples and a broad explanatory framework.
Text features	Internal headings, displayed questions, short emphasis statements, examples, and a final generalization support navigation and note-taking.
Evidence categories	Water; land resources; environmental challenges; adaptation/modification; scarcity/trade; transportation; work; human choices.
Cross-year continuity	Directly revisits the Traveling Shell, Nile River, Plymouth, Laura Ingalls Wilder, and Henry Ford content.
Research caution	Students must avoid treating every example as identical; each case demonstrates a related pattern under different geographic and historical conditions.

Passage 15 continued	A Place to Grow	EVIDENCE LEDGER
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E. Passage-Based Evidence Ledger

DIMENSION	SOURCE EVIDENCE / LOCATION	WHY THE EVIDENCE MATTERS
Central idea	“where people live affects how they live.” Opening inquiry	States the recurring geography-to-life relationship.
Human agency	“The Nile did not build those communities. People did.” Water Changes Everything	Separates available resources from the human decisions that create a community.
Adaptation	“They adapt to it. Sometimes they also modify it.” Geography Creates Challenges Too	Introduces two related but different human-environment responses.
Evidence and inference	“What is a seashell doing hundreds of miles from the coast?” Trade section	Turns an object into a research question about movement and exchange.
Transportation	“A river can become a trade route.” Transportation Connects Places	Shows how a geographic feature becomes a community connection.
Synthesis	“Every community begins with a place—but people decide how that place will grow.” Final statement	Combines geography, resources, challenges, and human choice into the final thesis (central idea).

F. Evidence Density and Writing Value

EVIDENCE FEATURE	RATING	INTERPRETATION
Explicit evidence opportunities	Very Rich	Each major section supplies direct facts and examples.
Inferential opportunities	Rich	Students infer how resources, challenges, and human decisions interact.
Cross-section integration	Very High	A complete response should combine evidence from several historical cases and thematic sections.
Cross-source comparison	Rich	The simulated website repeats the core framework in a shorter source, allowing corroboration and compression analysis.
Strength for research writing	Very Rich	The article can support a multi-section report with categorized evidence and a thesis (central idea).

Passage 15 continued	A Place to Grow	TEACHER GUIDANCE
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G. Recommended Teacher Moves

- Preview the article’s internal headings and convert each heading into a research-note category.
- Build a two-column organizer labeled What the Place Provided and What People Did.
- Revisit the earlier Nile, Plymouth, Traveling Shell, Laura Ingalls Wilder, and Henry Ford texts before asking for synthesis.
- Have students mark evidence that shows opportunity, challenge, adaptation, modification, trade, and transportation.

- Require students to explain similarities without erasing important differences among the historical examples.

H. Reader, Research, and Writing Demand

Recommended Research Product

Recommended research product: an explanatory report answering, “How do geography and human choices work together to shape communities?” Students should develop a thesis (central idea), organize evidence into at least three categories, paraphrase accurately, and explain how each example supports the larger claim.

I. Research-Based Placement Rationale

Official Placement Determination

This 1,512-word Very High Stamina capstone article receives an estimated 1050L planning measure. The estimate reflects its vocabulary and sentence features, while the greater instructional demand comes from yearlong knowledge integration, thematic organization, evidence distance, and research synthesis. It is appropriate for Grade 3 supplemental instruction with purposeful chunking, discussion, and reactivation of earlier-cluster knowledge.

Source-Supplied Standards Metadata

Source-supplied Grade 3 current TEKS: 3.2A-B, 3.3A-C, 3.6B, 3.14A, 3.14C, 3.14E-F. Source-supplied new TEKS: 3.2C, 3.4B-D, 3.4F, §113.4(b)(6)(B), (D)-(E). A separate Grade 4 standards line also appears in the source and should be verified before publication.

What Helps a Community Grow? - Report

Grade 3 Cluster 8 | Simulated Research Source 1 | Teacher-facing text complexity and research-source evidentiary profile

Simulated Research Source 1

Community Quest Kids Website

Simulated Educational Website

Compresses the geography-and-community framework into a short webpage with headings, concise examples, research questions, and a Big Idea. It is designed for practice in source identification, note-taking, paraphrasing, and corroboration with the longer capstone article.

A. Official Source Profile

DOCUMENTED RESULT

Grade 3 supplemental support; teacher-supported capstone research and increasingly independent source use

Simulated Educational Website; SIMULATED SOURCE FOR RESEARCH PRACTICE - NOT AN AUTHENTIC EXTERNAL WEBSITE

Prose nonfiction / simulated educational webpage

246 total words; 147 unique words

25 sentences; 23 paragraph, heading, question, or display-text units

9.8 words average; 18 words longest

1 sentences of 15+ words; 0 of 20+; 0 of 25+

1 syllable: 136 (55.3%); 2 syllables: 77 (31.3%); 3+ syllables: 33 (13.4%)

7.6 - corroborating formula only; not a placement decision

2.0-2.5 minutes at 100-120 wpm; use with purposeful chunking, discussion, and research note-taking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately Low	The purpose is explicit: explain how places provide resources and challenges while people decide how to respond.
Structure / cohesion	Moderately Low	Short sections with headings, a research-clue box, and a Big Idea create a highly navigable web-style structure.

Simulated Research Source 1 continued	Community Quest Kids Website	Simulated Educational Website
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DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Language demand	Moderate	Mostly accessible sentences include domain terms such as environment, fertile, scarce, archaeologists, evidence, and resources.
Knowledge demand	Moderate	Readers benefit from familiarity with the Nile, Poverty Point, trade, and community resources.
Reader / task demand	Moderately High	The text is short, but the research task requires students to identify its simulated status, evaluate what it adds, paraphrase, and compare it with Passage 15.

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

FEATURE	EVIDENCE FROM THE SOURCE
Academic / domain vocabulary	community; environment; resources; fertile; transportation; scarce; archaeologists; evidence; trade
Three-or-more-syllable examples	archaeologists; transportation; communities; environment; floodwaters; discovered; materials; evidence
Morphology / word families	community → communities; transport → transportation; discover → discovered; collect → collecting; resource → resources
Spelling / orthographic patterns	-tion and -ity endings; plural -ies in communities; proper nouns Ancient Egyptians and Poverty Point
Syntax / cohesion signals	Repeated subject People; headings as topic cues; conditional when; question prompts; final Big Idea restates the source's claim

D. Research and Source-Literacy Demands

RESEARCH FEATURE	TEACHER-FACING INTERPRETATION
Research role	Short companion source for corroborating and condensing the geography framework.
Source metadata	Pretend website: Community Quest Kids; webpage title supplied; no real URL, publication date, or verified publisher.
Authenticity status	The source explicitly states that it is simulated and created for research practice.
Corroboration opportunity	Facts and ideas can be compared with the longer Passage 15 article and earlier year texts.
Citation instruction	Students may cite it within the classroom simulation only and should label it as a simulated educational website.

Simulated Research Source 1 continued	Community Quest Kids Website	EVIDENCE LEDGER
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E. Passage-Based Evidence Ledger

DIMENSION	SOURCE EVIDENCE / LOCATION	WHY THE EVIDENCE MATTERS
Purpose	“Where people live affects how they meet their needs.” Opening	States the webpage’s organizing idea.
Geography evidence	“The Nile provided water and fish.” Water Matters	Supplies a concise example of a resource supporting a community.
Scarcity / trade	“When a resource is scarce, people may trade with another community.” What If Something Is Missing?	Explains the need-and-response relationship.
Artifact evidence	“These objects are evidence that people traveled and traded with other groups.” Poverty Point example	Models how an object supports a historical inference.
Research routine	“What did the place provide?” Community Quest Research Clue	Turns reading into a reusable note-taking question.
Big idea	“People decide how to use what they have to build a community.” Big Idea	Condenses the source into a research-ready claim.

F. Evidence Density and Writing Value

EVIDENCE FEATURE	RATING	INTERPRETATION
Explicit evidence opportunities	Moderate	Each section provides one or two direct facts.
Inferential opportunities	Moderate	Students infer why resources and trade matter.
Cross-section integration	Moderate	The Big Idea requires combining water, resources, scarcity, and human action.
Cross-source comparison	Very Rich	The source intentionally overlaps with Passage 15.
Strength for research writing	Moderate	Best used as a corroborating or introductory source rather than the only source.

Simulated Research Source 1 continued	Community Quest Kids Website	TEACHER GUIDANCE
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G. Recommended Teacher Moves

- Keep the simulation disclaimer visible whenever the source is displayed or copied.
- Model how to record source type, webpage title, and simulation status before taking notes.
- Have students compare one website statement with a fuller explanation in Passage 15.
- Teach students to paraphrase the Big Idea rather than copy it word for word.
- Discuss which credibility checks cannot be completed because the website is intentionally pretend.

H. Reader, Research, and Writing Demand

Recommended Research Product

Recommended research product: a source note card containing the source type, simulation status, two paraphrased facts, one direct quotation used sparingly, and a statement explaining how the source confirms or simplifies information from Passage 15.

Simulation and Source-Use Notice

This source is intentionally fictional and exists only for instructional research practice. Teachers should preserve the disclaimer, require students to label the source as simulated, and avoid presenting its pretend website, author, or publication information as an authentic external source.

I. Research-Based Placement Rationale

Official Placement Determination

This 246-word simulated webpage receives an estimated 850L planning measure. Its linguistic load is manageable; its larger value lies in recognizing simulation, using webpage features, recording metadata, paraphrasing, corroborating, and deciding how much weight to give a concise companion source.

Source-Supplied Standards Metadata

No independent TEKS list is printed for this simulated source. Its instructional alignment comes through the paired research task and the source-supplied standards attached to Passage 15.

Source Family B: People, Ideas, Actions, and Impact

Long-form synthesis paired with a concise simulated nonfiction book excerpt

This source family asks students to compare many ways people strengthen communities. Passage 16 develops a broad yearlong synthesis, while the simulated book excerpt offers a compact NOTICE-QUESTION-ACT-IMPACT framework that can organize notes across historical figures and ordinary civic actions.

SOURCE	WORDS	SOURCE ROLE	PRIMARY RESEARCH DEMAND
People Make the Difference	1,846	Very High Stamina capstone article	Track many people, domains, actions, effects, and source cautions across a long thematic text.
Small Choices book excerpt	257	Simulated companion book source	Use book metadata and the four-step framework; compare and corroborate with longer sources.

Recommended Recurring Research Questions

QUESTION	EVIDENCE CATEGORY
What did the person or group notice?	Problem, need, unfairness, danger, missing opportunity, or story worth preserving.
What question or investigation followed?	Study, observation, discussion, listening, or evidence gathering.
What action was taken?	Invent, organize, serve, speak, write, paint, admit, repair, vote, or volunteer.
Who was affected and how?	Immediate users, families, workers, communities, future generations, or the student's own community.
What limits or new challenges should be considered?	Perspective, incomplete sources, multiple effects, participation limits, or unintended change.

Set-Level Finding

The long article supplies breadth across science, business, citizenship, service, speech, art, and storytelling. The simulated book excerpt supplies a portable research framework. Together, they move students from admiration of famous people to evidence-based analysis of need, action, and impact.

Recommended Teacher Lens

Across both sources, use a six-part organizer: Person or Group / Need / Question / Action / Immediate Impact / Broader or Lasting Effect. Add a final column labeled Source so every note remains traceable.

People Make the Difference: How Ideas and Actions Change Communities - Report

Grade 3 Cluster 8 / Passage 16 / Teacher-facing text complexity and research-source evidentiary profile

Passage 16	People Make the Difference	Very High Stamina Capstone Article
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Synthesizes the year's people-centered learning through a recurring pattern: notice a need, ask a question, make a choice, act, and create an impact. It connects inventors, scientists, business leaders, civic systems, ordinary citizenship, service, speeches, art, stories, and student agency.

A. Official Source Profile

DOCUMENTED RESULT

Grade 3 supplemental support; teacher-supported capstone research and increasingly independent source use

Very High Stamina Capstone Article; Authentic program-created instructional passage

Prose nonfiction / historical, civic, scientific, and cultural synthesis article

1,846 total words; 685 unique words

188 sentences; 183 paragraph, heading, question, or display-text units

9.8 words average; 27 words longest

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

1 syllable: 959 (52.0%); 2 syllables: 587 (31.8%); 3+ syllables: 300 (16.3%)

8.5 - corroborating formula only; not a placement decision

15.4-18.5 minutes at 100-120 wpm; use with purposeful chunking, discussion, and research note-taking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Purpose / central idea	High	The article argues that strong communities depend on people who notice needs, use different talents, make responsible choices, and turn ideas or words into action.
Structure / cohesion	High	Nine thematic sections connect problem solving, innovation, laws, ordinary citizenship, service, speeches, art, stories, and a final transfer to students.

Passage 16 continued	People Make the Difference	Very High Stamina Capstone Article
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DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Language demand	High	The text combines scientific, economic, civic, historical, cultural, and research vocabulary, including microorganisms, pasteurization, manufacturing, participation, perspective, and contribution.
Knowledge demand	High	Readers integrate Franklin, Pasteur, Ford, Walton, laws, Ancient Greece, recess decision-making, citizenship stories, Kennedy, the Peace Corps, King, Garza, and Wilder.
Reader / task demand	High	Students sustain 1,846 words and 183 text units, track many people and examples, compare forms of contribution, evaluate effects, and synthesize a yearlong claim.

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

FEATURE	EVIDENCE FROM THE SOURCE
Academic / domain vocabulary	contribute; microorganisms; pasteurization; assembly-line; manufacturing; participation; citizenship; perspective; nonviolent; historical; preserve
Three-or-more-syllable examples	responsibilities; microorganisms; pasteurization; transportation; civilizations; investigation; manufacturing; participation; perspectives
Morphology / word families	contribute → contribution; participate → participation; responsible → responsibility; investigate → investigation; preserve → preserved
Spelling / orthographic patterns	-tion, -ity, -ment, and -ive endings; hyphenated assembly-line and Mexican-American; proper nouns and initials
Syntax / cohesion signals	Repeated Someone statements; question clusters; pattern statements; contrast through not only/but; cause-effect examples; repeated People decide

D. Research and Source-Literacy Demands

RESEARCH FEATURE	TEACHER-FACING INTERPRETATION
Research role	Long-form capstone source for comparing how different people and actions strengthen communities.
Text features	Thematic headings, recurring pattern statements, displayed questions, lists of examples, source reminders, and a final application to students.
Evidence categories	Problem noticed; question or investigation; action; immediate impact; broader effect; limitations or new challenges; lasting contribution.
Cross-year continuity	Directly revisits content from PREPARE and Clusters 2-7, including Franklin, Pasteur, Ford, Walton, Garza, Wilder, King, Kennedy, honesty, responsibility, and service.
Research caution	Students should distinguish what the passage states directly from what they infer about a person's motives, effectiveness, or long-term impact.

Passage 16 continued	People Make the Difference	EVIDENCE LEDGER
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E. Passage-Based Evidence Ledger

DIMENSION	SOURCE EVIDENCE / LOCATION	WHY THE EVIDENCE MATTERS
Recurring pattern	“Someone noticed something. Someone asked a question. Someone made a choice.” Opening	Creates a cross-example framework for research notes.
Problem solution	“Notice a problem. Study it. Develop a possible solution.” Franklin section	Shows how inquiry can lead to a practical response.
Complex effects	“Change can have more than one effect.” Business section	Requires researchers to examine benefits and new challenges.
Civic process	“That is citizenship in action.” Rules and recess section	Connects listening, perspectives, alternatives, and voting.
Words to action	“Words can become actions.” Dr. King section	Explains how speech influence depends on listeners and later choices.
Synthesis	“Places give communities somewhere to grow. People give communities a reason to grow stronger.” Final statement	Combines the geography theme with the people-and-action theme.

F. Evidence Density and Writing Value

EVIDENCE FEATURE	RATING	INTERPRETATION
Explicit evidence opportunities	Very Rich	Each section provides concrete people, actions, and effects.
Inferential opportunities	Very Rich	Students compare motives, forms of contribution, limits, and indirect effects.
Cross-section integration	Very High	A full response must connect several domains and people.
Cross-source comparison	Rich	The simulated book excerpt offers a shorter NOTICE-QUESTION-ACT-IMPACT framework.
Strength for research writing	Very Rich	The source supports comparative, explanatory, and evidence-based research products.

Passage 16 continued	People Make the Difference	TEACHER GUIDANCE
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G. Recommended Teacher Moves

- Introduce a repeated research organizer: Person/Group - Need - Question - Action - Impact - Evidence.
- Chunk the article by thematic heading and assign groups to become experts on different sections.
- Reactivate the earlier passages before asking students to evaluate how Cluster 8 extends or reframes them.
- Ask students to identify both positive effects and possible new challenges when the source provides them.
- Require a synthesis that compares at least three different ways people can strengthen communities.

H. Reader, Research, and Writing Demand

Recommended Research Product

Recommended research product: a comparative report explaining how different people use ideas, talents, words, service, or responsible choices to strengthen communities. Students should develop a thesis (central idea), compare at least three examples, paraphrase evidence, and explain both immediate and broader impacts.

I. Research-Based Placement Rationale

Official Placement Determination

This 1,846-word Very High Stamina capstone article receives an estimated 1100L planning measure. Its greatest demand comes from integrating multiple disciplines, distinguishing direct evidence from inference, comparing forms of contribution, and connecting yearlong learning to students' own roles in a community. Use teacher-supported chunking, rereading, and multi-source writing.

Source-Supplied Standards Metadata

Source-supplied Grade 3 current TEKS: 3.1A-B, 3.6D, 3.9A, 3.9C, 3.12, 3.13A-B, 3.14A, 3.14C, 3.14E-F, 3.15F.

Source-supplied new TEKS: 3.6I-L, §113.4(b)(6)(A)-(B), (E)-(F). A separate Grade 4 standards line also appears in the source and should be verified before publication.

Small Choices, Strong Communities - Chapter 5: "People Make the Difference" - Report

Grade 3 Cluster 8 | Simulated Research Source 2 | Teacher-facing text complexity and research-source evidentiary profile

Simulated Research Source 2

Small Choices, Strong Communities

Simulated Nonfiction Book Excerpt

Provides a concise nonfiction-book model organized around NOTICE → QUESTION → ACT → IMPACT. It uses Franklin, Pasteur, Garza, and ordinary community actions to help students practice author/title/chapter metadata, note-taking, source comparison, and research questions.

A. Official Source Profile

DOCUMENTED RESULT

Grade 3 supplemental support; teacher-supported capstone research and increasingly independent source use

Simulated Nonfiction Book Excerpt; SIMULATED SOURCE FOR RESEARCH PRACTICE - NOT AN AUTHENTIC PUBLISHED BOOK

Prose nonfiction / simulated book excerpt

257 total words; 166 unique words

27 sentences; 18 paragraph, heading, question, or display-text units

9.5 words average; 20 words longest

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

1 syllable: 138 (53.7%); 2 syllables: 88 (34.2%); 3+ syllables: 31 (12.1%)

7.8 - corroborating formula only; not a placement decision

2.1-2.6 minutes at 100-120 wpm; use with purposeful chunking, discussion, and research note-taking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately Low	The source explicitly explains that people strengthen communities when they use ideas, talents, and actions to solve problems and meet needs.
Structure / cohesion	Moderate	A four-step framework, three historical examples, several ordinary actions, researcher questions, and a Big Idea create a clear explanatory structure.

Simulated Research Source 2 continued	Small Choices, Strong Communities	Simulated Nonfiction Book Excerpt
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DIMENSION	RATING	SOURCE-SPECIFIC INTERPRETATION
Language demand	Moderate	Accessible sentences contain scientific, cultural, and civic vocabulary such as microorganisms, pasteurization, generations, contribution, and communities.
Knowledge demand	Moderate	Readers benefit from familiarity with Franklin, Pasteur, Garza, animal-shelter volunteering, voting, and community service.
Reader / task demand	Moderately High	The passage is short, but students must record book-style metadata, recognize simulation, compare examples, and use the four-step framework across sources.

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

FEATURE	EVIDENCE FROM THE SOURCE
Academic / domain vocabulary	notice; question; act; impact; microorganisms; pasteurization; preserved; generations; culture; volunteers; citizens
Three-or-more-syllable examples	microorganisms; pasteurization; celebrations; communities; electricity; experiences; generations; traditions; volunteers
Morphology / word families	act → action; contribute → contribution; preserve → preserved; volunteer → volunteers; generate → generations
Spelling / orthographic patterns	-tion, -ity, and -ure endings; Mexican-American hyphenation; proper nouns; all-capital framework words
Syntax / cohesion signals	Repeated example pattern; sometimes contrast; each action statement; numbered research questions; final Big Idea

D. Research and Source-Literacy Demands

RESEARCH FEATURE	TEACHER-FACING INTERPRETATION
Research role	Short companion source for applying the NOTICE-QUESTION-ACT-IMPACT framework.
Source metadata	Pretend book title, simulated author Dr. Elena Brooks, chapter title, and source type are supplied.
Authenticity status	The source explicitly identifies itself as a simulated book excerpt created for research practice.
Corroboration opportunity	Examples can be compared with Passage 16 and the original earlier-cluster passages.
Citation instruction	Students may cite the source in the classroom simulation only and should label it as a simulated nonfiction book excerpt.

Simulated Research Source 2 continued	Small Choices, Strong Communities	EVIDENCE LEDGER
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E. Passage-Based Evidence Ledger

DIMENSION	SOURCE EVIDENCE / LOCATION	WHY THE EVIDENCE MATTERS
Research framework	“NOTICE → QUESTION → ACT → IMPACT” Opening framework	Provides a reusable sequence for organizing notes.
Scientific example	“Louis Pasteur studied tiny microorganisms.” Pasteur paragraph	Connects investigation with a health-related outcome.
Cultural preservation	“Her artwork preserved memories...” Carmen Lomas Garza paragraph	Shows that community contribution can include preserving culture.
Ordinary action	“People do not have to become famous to make a difference.” Transition	Expands contribution beyond historical figures.
Research question	“What action did the person take?” Questions for Young Researchers	Prompts evidence collection rather than general admiration.
Big idea	“People strengthen communities when they use their ideas, talents, and actions...” Big Idea	States the source’s research-ready conclusion.

F. Evidence Density and Writing Value

EVIDENCE FEATURE	RATING	INTERPRETATION
Explicit evidence opportunities	Moderate	The source provides three historical examples and four ordinary actions.
Inferential opportunities	Moderate	Students infer the relationship among notice, question, act, and impact.
Cross-section integration	Moderate	The Big Idea combines the examples and framework.
Cross-source comparison	Very Rich	The source can be compared directly with Passage 16 and earlier passages.
Strength for research writing	Moderate	Best used as a supporting framework and corroborating source.

Simulated Research Source 2 continued	Small Choices, Strong Communities	TEACHER GUIDANCE
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G. Recommended Teacher Moves

- Model how a book source differs from a website source in metadata and citation information.
- Keep the pretend author and simulation disclaimer visible so students do not mistake the source for a real publication.
- Use the four-step framework to organize evidence from Passage 16 and at least one earlier-cluster text.
- Ask students which details are repeated across sources and which details appear in only one source.
- Practice paraphrasing the Big Idea and one historical example before students draft.

H. Reader, Research, and Writing Demand

Recommended Research Product

Recommended research product: a four-column note chart using NOTICE, QUESTION, ACT, and IMPACT for one historical figure and one ordinary community action, followed by a paragraph explaining how the simulated book excerpt confirms or extends Passage 16.

Simulation and Source-Use Notice

This source is intentionally fictional and exists only for instructional research practice. Teachers should preserve the disclaimer, require students to label the source as simulated, and avoid presenting its pretend website, author, or publication information as an authentic external source.

I. Research-Based Placement Rationale

Official Placement Determination

This 257-word simulated book excerpt receives an estimated 875L planning measure. Its major instructional value lies in source-type recognition, framework-based note-taking, corroboration, paraphrasing, and comparison with a much longer capstone article.

Source-Supplied Standards Metadata

No independent TEKS list is printed for this simulated source. Its instructional alignment comes through the paired research task and the source-supplied standards attached to Passage 16.

Cross-Source Comparison and Corroboration

Teaching students to use overlapping information without treating sources as identical

RESEARCH MOVE	TEACHER QUESTION	STUDENT PRODUCT
Identify overlap	Which idea or example appears in more than one source?	Two notes linked by a shared keyword or category.
Compare depth	Which source explains the idea more fully? What details are added or omitted?	A brief comparison of source breadth and specificity.
Corroborate	Do the sources support the same general claim?	A claim supported with evidence from two labeled sources.
Evaluate usefulness	Which source is more useful for this particular research question?	A source-choice statement based on relevance and detail.
Recognize limits	What cannot be verified from the simulated source alone?	A limitation note and a plan to consult an authentic source when required.
Synthesize	What larger conclusion becomes possible after reading both sources?	A thesis (central idea) and organized multi-source explanation.

Avoiding the “Two Sources = Two Different Ideas” Misconception

When two sources repeat the same fact, students have corroboration, not two separate reasons. Teach students to group repeated information under one idea, then use unique details from each source to deepen the explanation.

Suggested Paired-Source Evidence Record

RESEARCH QUESTION	SOURCE 1 EVIDENCE	SOURCE 2 EVIDENCE	WHAT THE COMBINATION SHOWS
How does geography shape communities?	Passage 15 detail	Website detail	Shared claim plus added depth or example
How do people strengthen communities?	Passage 16 detail	Book-excerpt detail	Shared pattern plus a comparison of action and impact

Teacher Decision Rule

Require students to name the source before using a note, explain whether the information is repeated or new, and state why the evidence is relevant to the research question.

Simulated-Source Literacy Protocol

Using pretend sources ethically and instructionally

Nonnegotiable Labeling

The two companion sources are simulated. The pretend website, pretend book, and pretend author must never be represented as authentic publications. Their purpose is to provide safe, controlled practice with source features and research behaviors.

STEP	TEACHER ACTION	STUDENT LANGUAGE
1. Identify	Point to the source-type and simulation labels before reading.	"This is a simulated educational website / simulated book excerpt."
2. Record metadata	Model title, source type, pretend author when supplied, and simulation status.	"My source card shows what kind of source this is and that it is pretend."
3. Read for relevance	Use a research question to decide which details belong in notes.	"This fact helps answer my question because..."
4. Paraphrase	Cover the source, say the idea in new words, then check accuracy.	"I kept the meaning but changed the wording and sentence structure."
5. Corroborate	Compare with the capstone article or an earlier source.	"Both sources support..., while Passage 15/16 adds..."
6. Cite within the simulation	Use the classroom citation format and preserve the word simulated.	"According to the simulated book excerpt..."
7. Transfer to authentic research	Explain which additional credibility checks would be needed with real sources.	"For a real source, I would verify the author, publisher, date, and evidence."

Credibility Questions Students Can Practice

- Who or what organization is presented as the source?
- What type of source is this, and what text features support that identification?

- • What is the apparent purpose and audience?
- • Which details are relevant to my research question?
- • What information is missing that I would need to verify in an authentic source?
- • Does another source support, complicate, or add to this information?

Evidence and Research-Writing Progression

From source notes to a coherent Grade 3 research product

PHASE	STUDENT WORK	TEACHER LOOK-FORS
Question	Select or refine a research question tied to place/community or people/impact.	Question is focused enough to answer with the supplied sources.
Source record	Record title, type, simulation status, and relevant metadata.	Every note can be traced to a source.
Category notes	Sort paraphrased evidence into logical categories.	Notes are not copied sentences and do not mix unrelated ideas.
Thesis (central idea)	State the overall answer to the research question.	Thesis (central idea) is specific, defensible, and broad enough for multiple evidence categories.
Evidence selection	Choose the strongest details from more than one source.	Evidence is relevant, varied, and not repeated simply to increase quantity.
Explanation	Explain how each detail supports the reason and thesis (central idea).	Student reasoning goes beyond “This proves my answer.”
Synthesis	Connect sources and examples to a larger conclusion.	Ending explains significance, impact, or what the combined evidence helps readers understand.
Source acknowledgment	Use the classroom citation model and label simulated sources honestly.	No pretend source is presented as authentic.

Suggested Culminating Research Choices

OPTION	POSSIBLE THESIS (CENTRAL IDEA) PATHWAY	MINIMUM SOURCE EXPECTATION
Geography and community	Places offer resources and challenges, but people shape communities through adaptation, trade, transportation, work, and decisions.	Passage 15 + simulated website + one earlier-cluster source.
People and community	Communities become stronger when people notice needs and use different ideas, talents, words, and actions to help.	Passage 16 + simulated book excerpt + one earlier-cluster source.
Yearlong synthesis	Places create conditions, and people create responses; both geography and human action help explain how communities develop and change.	Both capstone articles + at least one simulated source + selected prior-cluster evidence.

Writing Integrity

Students should paraphrase most evidence, quote only when the exact wording matters, and explain how each source contributes to the thesis (central idea). Copying a Big Idea statement is not the same as synthesizing.

Final quality-control steps before external use

Teacher Publication Checklist

- ☐ Actual word counts have been recalculated after all final passage edits: 1,512; 1,846; 246; and 257 words.
- ☐ The Grade 4 and Grade 3 standards lines printed in Passages 15 and 16 have been independently verified and reconciled for publication.
- ☐ The simulated website and book excerpt retain visible simulation disclaimers.
- ☐ Pretend metadata is never described as an authentic external publication.
- ☐ All quotations in the report match the final source text.
- ☐ Headings, tables, boxes, and page breaks remain visually intact after final edits.
- ☐ The exact company name The Writing Academy®, LLC appears consistently.
- ☐ Every use of thesis is followed by (central idea).
- ☐ The instructional guide explains how Cluster 8 connects to PREPARE and Clusters 1-7.

Research and Method Notes

Foundational references and final instructional determination

Research Foundations Used in This Package

FOUNDATION
Three-part text-complexity model
Qualitative text analysis
Multiple-measure principle
Knowledge-building text sets
Research and source literacy

Reference Frameworks

- • Achieve the Core qualitative text-complexity rubrics and text-analysis guidance.
- • Institute of Education Sciences guidance emphasizing comprehension, knowledge, vocabulary, discussion, and purposeful text use.
- • The Writing Academy®, LLC Text Complexity Evidentiary Profile and passage-based evidence ledger.

Final Cluster 8 Instructional Determination

Cluster 8 provides a defensible Grade 3 capstone progression in reading stamina, knowledge retrieval, source literacy, evidence organization, comparison, corroboration, paraphrasing, and research synthesis. Its coherence comes from deliberate reuse of people, places, ideas, and evidence patterns developed throughout the school year. The two Very High Stamina articles challenge students to integrate extensive knowledge; the two simulated sources create controlled practice with website and book conventions. Together, the source set moves students from reading individual texts to constructing a research-based explanation across texts.

Teacher Summary

Use the capstone articles to reactivate and extend yearlong knowledge. Use the simulated sources to make research behaviors visible. The instructional endpoint is not a collection of copied facts; it is a coherent explanation in which students can name their sources, organize evidence, explain relationships, and show how the full Grade 3 experience fits together.

Prepared for the Grade 3 Supplemental Support Lesson Guide of The Writing Academy®, LLC.