
GRADE 3 • CLUSTER 1

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“Life Along the Nile River and The Pilgrims Chose Plymouth”

*Keep the learning connected. Keep the directions simple.
Leave the next instructional step with the classroom teacher.*

★ **USE THIS FIRST:** Step 1, Find It and Prove It

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How to Use This Folder

★ **USE THIS FIRST: Step 1, Find It and Prove It.** For an unexpected absence, the substitute starts with Step 1. Its passage (Module 1, “Life Along the Nile River”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 1.

Teacher: to designate a different lesson, write it here: Step ____ Module ____ Initials ____

Choose a lesson

These are five choices, not a five-step sequence. Use a lesson only when its module has already been taught. Taking them in numerical order is also safe because each Step uses a passage from the same or an earlier module.

ID	Lesson	Practice	Eligible module and approved passage	Page
Step 1 ★	Find It and Prove It	3.7B, 3.7C	Module 1: “Life Along the Nile River”, paragraphs 1 to 4	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “The Pilgrims Chose Plymouth”, paragraphs 1 to 3	14
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 3: “The Pilgrims Chose Plymouth”, paragraphs 6 and 7	23
Step 4	Make One Helpful Change	3.11C	Module 2: “The Pilgrims Chose Plymouth”, paragraphs 6 to 8	32
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 2: “Life Along the Nile River”, paragraphs 1 to 4	41

Four boundaries for every lesson

- **Review, rather than introduce.** Use skills, routines, and genre features the classroom teacher has already taught.
- **Use separate practice work.** Do not revise students' ongoing major compositions, reveal upcoming assessment prompts, or complete the module's culminating assignment.
- **Give students one clear job.** Each lesson has one task.
- **Leave a clear stopping point.** A substitute lesson does not mark a regular module lesson or GRADUATE stage as completed.

What each lesson contains

Start Here page • Teaching Script (minute by minute) • Passage page with numbered paragraphs, reading boundaries, and pronunciation help • Student response page • Supported route • Extension • Answer and Support Guide • Return-to-Teacher note.

The 20-minute Standards Slide Deck block is separate; use only the deck the teacher designated. Classroom logistics (schedules, emergency directions, individual student support information) stay in the teacher's private section, not in this folder.

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Start Here: Find It and Prove It

★ **USE THIS FIRST.** The classroom teacher designated this lesson for an unexpected absence. Its passage was taught in Module 1, so it is safe on any day of the cluster.

Today's lesson	Find It and Prove It (Step 1)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Life Along the Nile River" (Module 1 version), paragraphs 1 to 4 only
Eligible	Any time after Module 1 has been taught. This is the safest choice for an unexpected absence.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Answer one question and support the answer with one detail from the passage.
Collect	Each student's response page (and any supported or extension page). Place them in the folder with the Return-to-Teacher note.
TEKS practiced	• 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 6

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 4.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Find It and Prove It

Practice focus: Written response and supporting evidence. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice answering a question and using the passage to support our answer. Follow along as I read.”

DO Read paragraphs 1 to 4 aloud. Stop at the STOP HERE line. Do not read ahead to any other passage.

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

Minutes 3 to 5: Model one example

SAY “My question is: Which way did the Nile River flow? I will look for a detail that answers that question.”

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

SAY “The passage says the Nile River was a long river that flowed from south to north. Paragraph 2 gives me the detail I need. The river flowed from south to north.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. What crops did farmers plant? Find the sentence that helps you answer.”

EXPECT Wheat and barley. Paragraph 3: Farmers planted crops such as wheat and barley in the soil left by the floodwaters.

IF STUCK “Reread paragraph 3. Find the word crops. What two crops come right after it?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY “Now answer this question on your own: How did the Nile River help the people of ancient Egypt? Write your answer and include a detail from the passage that supports it.”

FRAME If the teacher assigned a frame: “The Nile River helped the people of ancient Egypt by _____. The passage explains that _____.”

IF STUCK “Look at paragraph 3. What did the river give people? Or look at paragraph 2. What did the water leave behind?”

Minutes 12 to 15: Check and collect

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

DO Collect the response pages.

Name _____ Date _____

“Life Along the Nile River”

▼ START READING HERE ▼

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals.

[2] Running through this desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the water went back down, it left behind dark, rich soil that was good for growing plants.

[3] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. The river also provided fish to eat and water for drinking and farming. Boats traveled up and down the Nile carrying people and goods.

[4] Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
ancient Egypt	AYN-shunt EE-jipt	a land long ago along the Nile River
Nile River	NYL RIV-er	a long river that flows from south to north through Egypt
desert	DEZ-ert	dry land with little water or rain
floodwaters	FLUHD-waw-terz	water that spills over a river's banks when it rises
soil	soyl	the top layer of earth where plants grow
wheat	hweet	a grain farmers grow to make bread
barley	BAR-lee	a grain farmers grow for food
riverbanks	RIV-er-banks	the land along the sides of a river

Name _____ Date _____

Find It and Prove It

Question: How did the Nile River help the people of ancient Egypt?

None

CHECK

None

Name _____ Date _____

Find It and Prove It: Supported Route

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

WORD BANK

- water
- soil
- crops
- fish
- boats
- drinking
- farming

SENTENCE FRAME

The Nile River helped the people of ancient Egypt by _____. The passage explains that _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second detail from a different paragraph. Tell which of your two details proves the answer better and why.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Find It and Prove It. How did the Nile River help the people of ancient Egypt?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
It gave water for drinking and farming, and fish to eat.	3	<i>“The river also provided fish to eat and water for drinking and farming.”</i>
Its floods left rich soil for growing plants.	2	<i>“When the water went back down, it left behind dark, rich soil that was good for growing plants.”</i>
It helped farmers grow crops.	3	<i>“Farmers planted crops such as wheat and barley in the soil left by the floodwaters.”</i>
Boats could carry people and goods on it.	3	<i>“Boats traveled up and down the Nile carrying people and goods.”</i>
Towns and cities grew along it; it became the center of daily life.	4	<i>“Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.”</i>

SAMPLE RESPONSE

The Nile River helped the people of ancient Egypt by giving them what they needed to live. The passage says, The river also provided fish to eat and water for drinking and farming.

WHY IT WORKS

The answer responds to the question that was asked (how the river helped), and the detail comes straight from the passage. Accept different wording. A student may choose any detail from paragraphs 2, 3, or 4 that shows help.

COMMON MISUNDERSTANDINGS

- Using a detail that does not show help, such as the desert being hot and dry (paragraph 1), without explaining why water mattered there.
- Adding facts that are not in today's passage (for example, pyramids). Ask: Where does the passage say that?
- Reversing the direction of the river. The passage says south to north.
- Copying a whole paragraph instead of choosing one detail.

SUPPORTED ROUTE

Read only paragraphs 2 and 3. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

EXTENSION

Find a second detail from a different paragraph. Tell which of your two details proves the answer better and why.

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

Return-to-Teacher Note

Step 1 • Find It and Prove It • Module 1 • “Life Along the Nile River”, paragraphs 1 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Written response and supporting evidence (3.7B, 3.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who chose a detail that did not answer the question; students who needed the frame to begin. Names and notes:
Questions or misunderstandings	

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

Start Here: Say It in Your Own Words

Today's lesson	Say It in Your Own Words (Step 2)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"The Pilgrims Chose Plymouth" (Module 1 version), paragraphs 1 to 3 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Choose the paraphrase that keeps the meaning, then paraphrase one paragraph in their own words.
Collect	Each student's response page (and any supported or extension page).
TEKS practiced	• 3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 15

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 3.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Say It in Your Own Words

Practice focus: Paraphrasing a short section so the meaning and order stay the same. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice saying part of a passage in our own words. When we paraphrase, we keep the same meaning and the same order, but we use our own words. Follow along as I read.”

DO Read paragraphs 1 to 3 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 1.**

SAY “Paragraph 1 says: After many weeks at sea, they reached the coast of North America. In my own words: The trip took many weeks, and then they arrived in North America. I kept the meaning and the order. I changed the words.”

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

SAY “Look at the two paraphrases of paragraph 2 on your page. With your partner, decide which one keeps the meaning. Be ready to show the sentence in the passage that proves it.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the passage never says the Pilgrims cut down all the trees or sailed away.

IF STUCK “Read paraphrase B, then reread paragraph 2. Does the passage say that? Point to where.”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase paragraph 3 on your own. Tell what happened in the same order, using your own words. Do not add anything the paragraph does not say.”

FRAME If the teacher assigned a frame: “Because _____ was coming, the Pilgrims _____. Then Plymouth became _____.”

IF STUCK “What was coming? What did the Pilgrims build and gather? What did Plymouth become?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 3. Did you keep the meaning? Did you keep the order? Did you use your own words? Fix one thing if you need to.”

DO Collect the response pages.

Name _____ Date _____

“The Pilgrims Chose Plymouth”

▼ START READING HERE ▼

[1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place where many of them could live and practice their beliefs freely. After many weeks at sea, they reached the coast of North America.

[2] The Pilgrims explored the land and found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely.

[3] Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled and built their new colony.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Pilgrims	PIL-grims	a group of travelers who sailed to America in 1620
Atlantic Ocean	at-LAN-tik OH-shun	the large ocean the Pilgrims crossed
Plymouth	PLIM-uth	the place where the Pilgrims settled
harbor	HAR-ber	a safe place near land where ships can anchor
anchor	ANG-ker	to hold a ship in one place in the water
shelter	SHEL-ter	something built to protect people from weather
colony	KOL-uh-nee	a new community of people who settle in a faraway place

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 3 in your own words. Keep the same meaning and the same order.

None

CHECK

None

Name _____ Date _____

Say It in Your Own Words: Supported Route

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

WORD BANK

- cold
- soon
- hurry
- houses
- firewood
- home
- town

SENTENCE FRAME

Because _____ was coming, the Pilgrims _____. Then Plymouth became _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, retell paragraphs 1, 2, and 3 in order in three sentences, one sentence for each paragraph.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Say It in Your Own Words. Paraphrase paragraph 3 in your own words. Keep the same meaning and the same order.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Paraphrase A is the correct choice.	2	<i>“Nearby were forests filled with tall trees that could be used to build homes and ships.”</i>
Part 1 of paragraph 3: winter was near, so they had to hurry.	3	<i>“Winter was coming, and the Pilgrims needed to begin building shelters quickly.”</i>
Part 2: they built small homes and gathered firewood.	3	<i>“They started constructing small homes and gathering wood for fires.”</i>
Part 3: Plymouth became their home and colony.	3	<i>“Soon, Plymouth became the place where they settled and built their new colony.”</i>

SAMPLE RESPONSE

Cold weather was on the way, so the Pilgrims hurried to build little houses and collect firewood. Before long, Plymouth was their new home and colony.

WHY IT WORKS

The paraphrase keeps all three ideas of paragraph 3 in the same order (winter coming, building and gathering, settling) and uses new words. It adds nothing that the paragraph does not say.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word. Ask: How would you say that to a friend?
- Changing the order, such as settling the colony before building homes.
- Adding ideas that are not in paragraph 3 (for example, a feast or a ship named in another passage).
- Leaving out why they hurried (winter was coming).

SUPPORTED ROUTE

Paraphrase only the first sentence of paragraph 3. Say it aloud to a partner before writing. Use the word bank and the frame on the supported page.

EXTENSION

After your paraphrase, retell paragraphs 1, 2, and 3 in order in three sentences, one sentence for each paragraph.

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

Return-to-Teacher Note

Step 2 • Say It in Your Own Words • Module 1 • “The Pilgrims Chose Plymouth”, paragraphs 1 to 3

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Paraphrasing a short section so the meaning and order stay the same (3.7D).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who copied the text word for word; students who changed the order of events. Names and notes:
Questions or misunderstandings	

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

Start Here: Sketch, Label, and Explain

Today's lesson	Sketch, Label, and Explain (Step 3)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"The Pilgrims Chose Plymouth" (Module 3 version), paragraphs 6 and 7 only
Eligible	After Module 3 has been taught (this is the Module 3 version of the passage).
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent work for minutes 7 to 12.
Students will	Add passage details to a partly drawn scene, label each one with a paragraph number, and explain how the drawing shows the text.
Collect	Each student's sketch page with labels and the written explanation.
TEKS practiced	• 3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 24

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 6 and 7.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Sketch, Label, and Explain

Practice focus: Illustrating an important idea with labels taken from the passage. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will draw an important idea from the passage. Our drawing must show what the text says, and every label must come from the passage. Follow along as I read.”

DO Read paragraphs 6 and 7 aloud. Stop at the STOP HERE line. Do not read paragraph 8.

Minutes 3 to 5: Model one example

POINT **Point to paragraph 6, the third sentence.**

SAY “Paragraph 6 says: Nearby forests provided wood for homes, fires, and tools. I will draw two simple trees on the land and label them: forests, wood for homes (paragraph 6).”

DO Sketch two simple trees on the board and write the label beside them. Keep the model to one detail.

Minutes 5 to 7: Let partners try

SAY “With your partner, find two more things in paragraphs 6 and 7 that you could draw. Put your finger on the words.”

EXPECT Fresh water; rich soil where crops could be planted; the harbor; the ship anchored safely; settlers unloading tools, food, and supplies.

IF STUCK “Reread paragraph 7. What happened at the harbor? What came off the ship?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Add at least three details from the passage to the scene. Label each one with words from the passage and the paragraph number. Then write how your drawing shows why Plymouth was a good place to settle.”

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

IF STUCK “Point to one thing you drew. Where does the passage say that? Write that paragraph number.”

Minutes 12 to 15: Check and collect

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

DO Collect the sketch pages.

Name _____ Date _____

“The Pilgrims Chose Plymouth”

Paragraph numbers match the Module 3 passage. Paragraphs before [6] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[6] Small groups explored the land looking for fresh water, forests, and safe harbors. Eventually, they found an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The land also had rich soil where crops could be planted.

[7] The harbor at Plymouth made it possible for ships to anchor safely. Settlers unloaded tools, food, and supplies from the Mayflower. These supplies helped the colony survive during the first months.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Plymouth	PLIM-uth	the place where the Pilgrims settled
harbor	HAR-ber	a safe place near land where ships can anchor
anchor	ANG-ker	to hold a ship in one place in the water
Mayflower	MAY-flow-er	the ship that carried the Pilgrims across the ocean
settlers	SET-lerz	people who move to a new place to live
supplies	suh-PLYZ	things people need, such as food and tools
colony	KOL-uh-nee	a new community of people who settle in a faraway place

Name _____ Date _____

Sketch, Label, and Explain

Question: Why was Plymouth a good place to settle? Show it in your drawing, then explain it.

None

CHECK

None

Name _____ Date _____

Sketch, Label, and Explain: Supported Route

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

WORD BANK

- forests
- wood
- fresh water
- rich soil
- harbor
- ship
- supplies

SENTENCE FRAME

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

Sketch, Label, and Explain: Extension

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Sketch, Label, and Explain. Why was Plymouth a good place to settle? Show it in your drawing, then explain it.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Forests / trees: wood for homes, fires, and tools	6	<i>“Nearby forests provided wood for homes, fires, and tools.”</i>
Fresh water	6	<i>“Small groups explored the land looking for fresh water, forests, and safe harbors.”</i>
Rich soil or crops	6	<i>“The land also had rich soil where crops could be planted.”</i>
Harbor with the ship anchored	7	<i>“The harbor at Plymouth made it possible for ships to anchor safely.”</i>
Settlers unloading tools, food, and supplies	7	<i>“Settlers unloaded tools, food, and supplies from the Mayflower.”</i>

SAMPLE RESPONSE

My drawing shows forests and a safe harbor, which made Plymouth a good place to settle. The passage says, The harbor at Plymouth made it possible for ships to anchor safely (paragraph 7).

WHY IT WORKS

Each labeled detail can be found in paragraph 6 or 7, and the explanation connects the drawing to the reason Plymouth was chosen. Drawings can look very different; judge the labels and the explanation, not the art.

COMMON MISUNDERSTANDINGS

- Drawing winter snow or sick settlers. Those ideas are in paragraph 8 and later, outside today's reading.
- Coloring or decorating without labels. The labels and explanation are the assignment.
- Labels that are not from the passage (for example, a feast or a turkey).
- An explanation that only lists the drawing without saying what the passage says.

SUPPORTED ROUTE

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

EXTENSION

Add a caption under the scene that answers the question with two details from two different sentences, each with a paragraph number.

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

Return-to-Teacher Note

Step 3 • Sketch, Label, and Explain • Module 3 • “The Pilgrims Chose Plymouth”, paragraphs 6 and 7

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Illustrating an important idea with labels taken from the passage (3.7E, 3.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students whose labels did not match the text; students who needed the word bank to choose details. Names and notes:
Questions or misunderstandings	

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

Start Here: Make One Helpful Change

Today's lesson	Make One Helpful Change (Step 4)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"The Pilgrims Chose Plymouth" (Module 2 version), paragraphs 6 to 8 only
Eligible	After Module 2 has been taught (this is the Module 2 version of the passage).
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent revising for minutes 7 to 12.
Students will	Revise a three-sentence practice draft by adding one detail from the passage that makes an idea clearer.
Collect	Each student's revision page. Students do NOT revise their own ongoing compositions today.
TEKS practiced	• 3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 33

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 6 to 8.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Make One Helpful Change

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

Minutes 0 to 3: Read together

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

DO Read paragraphs 6 to 8 aloud. Stop at the STOP HERE line. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “This writer has an idea, but the reader needs one more helpful detail. Use the passage to add a detail that makes the idea clearer. I will fix sentence 1. Why was the winter hard?”

POINT **Point to paragraph 6, the second sentence.**

SAY “The passage says: Snow and freezing temperatures covered the colony. My revision: The first winter at Plymouth was hard because snow and freezing temperatures covered the colony. Now the reader knows why.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: The Pilgrims worked together. With your partner, find a detail that shows how they worked together.”

EXPECT Paragraph 7: Some people chopped wood for fires while others cooked meals or cared for children.

IF STUCK “Reread paragraph 7. What jobs did people do?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

SAY “Choose sentence 2 or sentence 3. Add one helpful detail from the passage to sentence 2 or sentence 3. Then copy the whole draft with your change. Do not change the other sentences unless you want to.”

FRAME If the teacher assigned a frame: “Sentence 3 revised: Life got better in spring when _____.”

IF STUCK “Reread paragraph 8. What happened when spring arrived?”

Minutes 12 to 15: Check and collect

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

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

Name _____ Date _____

“The Pilgrims Chose Plymouth”

Paragraph numbers match the Module 2 passage. Paragraphs before [6] were read in class earlier and are not needed today.

▼ **START READING HERE** ▼

[6] Winter arrived soon after the Pilgrims settled. Snow and freezing temperatures covered the colony. Many families lived in small shelters while workers hurried to build stronger homes. Some settlers became sick because of the cold weather and lack of fresh food.

[7] The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children. Everyone had an important job. The settlers knew they needed to cooperate if they wanted the colony to survive.

[8] When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn. The settlers also learned how to fish and hunt in the new environment.

■ **STOP HERE** ■

PRONUNCIATION HELP

Word	Say it	Meaning
Plymouth	PLIM-uth	the place where the Pilgrims settled
colony	KOL-uh-nee	a new community of people who settle in a faraway place
shelter	SHEL-ter	something built to protect people from weather
Native Americans	NAY-tiv uh-MAIR-ih-kunz	the first people who lived in North America
settlers	SET-lerz	people who move to a new place to live

Name _____ Date _____

Make One Helpful Change

Question: Revise the practice draft by adding one helpful detail from the passage.

None

CHECK

None

Name _____ Date _____

Make One Helpful Change: Supported Route

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

WORD BANK

- chopped wood
- cooked meals
- cared for children
- grow corn
- fish and hunt

SENTENCE FRAME

Sentence 3 revised: Life got better in spring when _____.

Name _____ Date _____

Make One Helpful Change: Extension

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

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

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

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 2: add the jobs people did.	7	<i>“Some people chopped wood for fires while others cooked meals or cared for children.”</i>
Sentence 2: add that everyone had a job.	7	<i>“Everyone had an important job.”</i>
Sentence 2: add why they cooperated.	7	<i>“The settlers knew they needed to cooperate if they wanted the colony to survive.”</i>
Sentence 3: add who helped and what they learned.	8	<i>“When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn.”</i>
Sentence 3: add fishing and hunting.	8	<i>“The settlers also learned how to fish and hunt in the new environment.”</i>

SAMPLE RESPONSE

Life got better in spring when Native Americans helped the Pilgrims learn to grow corn.

WHY IT WORKS

Each revision adds one relevant detail from paragraphs 6 to 8 that answers a reader's question. Many revisions are acceptable.

COMMON MISUNDERSTANDINGS

- Adding a detail that is not in the passage, or a detail from outside today's paragraphs (such as storms on the ship).
- Fixing only spelling or capital letters. Editing is not today's goal; today we add a detail.

SUPPORTED ROUTE

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

EXTENSION

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

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

Return-to-Teacher Note

Step 4 • Make One Helpful Change • Module 2 • “The Pilgrims Chose Plymouth”, paragraphs 6 to 8

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Revising a short practice draft by adding one helpful detail (3.11C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who added details not found in the passage; students who edited instead of adding a detail. Names and notes:
Questions or misunderstandings	

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

Start Here: Genre Snapshot: Teach Someone Something

Today's lesson	Genre Snapshot: Teach Someone Something (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"Life Along the Nile River" (Module 2 version), paragraphs 1 to 4 only
Eligible	After Module 2 has been taught. Cluster 1 students compose informational writing in every module, so this form is already familiar.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Write a short informational piece for a younger student that teaches why the Nile River's floods mattered.
Collect	Each student's planner and informational piece.
TEKS practiced	• 3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 42

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 4.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

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

Teaching Script: Genre Snapshot: Teach Someone Something

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

Minutes 0 to 3: Read together

SAY “Today you will write a short informational piece for a younger student. Your job is to teach that student something important about the Nile River. Follow along as I read.”

DO Read paragraphs 1 to 4 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

SAY “I need a thesis (central idea) first. My thesis (central idea) is: The Nile River helped the people of ancient Egypt in many ways. Now I need one detail that teaches the reader something. Paragraph 3 says the river provided fish and water. That is one detail I can use.”

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

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail from the passage you could use to teach a younger student.”

EXPECT Paragraphs 2, 3, or 4: rich soil, crops, boats, towns growing along the river.

IF STUCK “Reread paragraph 2. What did the floods leave behind? Why did that matter?”

Teaching Script (continued)

Minutes 7 to 12: Students write independently

SAY “Write your informational piece. Start with your thesis (central idea). Add one or two details from the passage. Remember, you are teaching a younger student, so make your writing clear and easy to follow.”

FRAME If the teacher assigned a frame: “The Nile River was important because _____. For example, _____.”

IF STUCK “Look at your thesis (central idea). What is one reason the river was important? Find the sentence in the passage and use it.”

Minutes 12 to 15: Check and collect

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

DO Collect the informational pieces.

Name _____ Date _____

“Life Along the Nile River”

▼ START READING HERE ▼

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals.

[2] Running through this desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the water went back down, it left behind dark, rich soil that was good for growing plants.

[3] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. The river also provided fish to eat and water for drinking and farming. Boats traveled up and down the Nile carrying people and goods.

[4] Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
ancient Egypt	AYN-shunt EE-jipt	a land long ago along the Nile River
Nile River	NYL RIV-er	a long river that flows from south to north through Egypt
desert	DEZ-ert	dry land with little water or rain
floodwaters	FLUHD-waw-terz	water that spills over a river's banks when it rises
soil	soyl	the top layer of earth where plants grow
wheat	hweet	a grain farmers grow to make bread
barley	BAR-lee	a grain farmers grow for food
riverbanks	RIV-er-banks	the land along the sides of a river

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student why the Nile River's floods were important to the people of ancient Egypt.

None

CHECK

None

Name _____ Date _____

Genre Snapshot: Teach Someone Something: Supported Route

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

WORD BANK

floods soil crops wheat barley fish water boats

SENTENCE FRAME

The Nile River was important because _____. For example, _____.

Genre Snapshot: Teach Someone Something: Extension

[illegible]

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student why the Nile River's floods were important to the people of ancient Egypt.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
The floods left rich soil for growing plants.	2	<i>"When the water went back down, it left behind dark, rich soil that was good for growing plants."</i>
Farmers grew wheat and barley in the rich soil.	3	<i>"Farmers planted crops such as wheat and barley in the soil left by the floodwaters."</i>
The river gave people fish, water, and a way to travel.	3	<i>"The river also provided fish to eat and water for drinking and farming. Boats traveled up and down the Nile carrying people and goods."</i>
Towns and cities grew along the riverbanks.	4	<i>"Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt."</i>

SAMPLE RESPONSE

The Nile River was important because its floods helped people grow food. The passage says that farmers planted crops such as wheat and barley in the soil left by the floodwaters.

WHY IT WORKS

The piece has a thesis (central idea) and at least one detail from the passage that teaches the reader something true about the Nile River.

COMMON MISUNDERSTANDINGS

- Writing only opinions without details from the passage.
- Adding facts not in today's passage (for example, pyramids or pharaohs).
- Writing a story instead of an informational piece.

SUPPORTED ROUTE

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

EXTENSION

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

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

Return-to-Teacher Note

Step 5 • Genre Snapshot: Teach Someone Something • Module 2 • “Life Along the Nile River”, paragraphs 1 to 4

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Composing a short informational piece with a thesis (central idea) and supporting information (3.12B).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who wrote without a thesis (central idea); students who used details not from the passage. Names and notes:
Questions or misunderstandings	

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