
GRADE 3 • CLUSTER 2

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“Carmen Lomas Garza and Laura Ingalls Wilder”

*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, “Laura Ingalls Wilder”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 2.

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: “Laura Ingalls Wilder”, paragraphs 1 to 4	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “Carmen Lomas Garza”, paragraphs 1 to 3	16
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “Carmen Lomas Garza”, paragraphs 2 to 4	27
Step 4	Make One Helpful Change	3.11C	Module 1: “Carmen Lomas Garza”, paragraphs 3 to 5	38
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 1: “Laura Ingalls Wilder”, paragraphs 1 to 5	47

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	"Laura Ingalls Wilder" (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.

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

Minutes 3 to 5: Model one example

SAY “My question is: What kinds of experiences did Laura write about? I will look for a detail that answers that question.”

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

SAY “The passage says her stories described building homes, growing food, going to school, and helping neighbors. Paragraph 2 gives me the detail I need.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. Why was Laura's storytelling special? Find the sentence that tells you.”

EXPECT Paragraph 4: She wrote in a way that made readers feel as if they were part of the story.

IF STUCK “Reread paragraph 4. What made her writing special for readers?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY “Now answer this question on your own: How did Laura Ingalls Wilder help people learn about life on the American frontier? Write your answer and include a detail from the passage that supports it.”

FRAME If the teacher assigned a frame: “Laura Ingalls Wilder helped people learn about frontier life by _____. The passage says _____.”

IF STUCK “Look at paragraph 2. What did her stories describe? Or look at paragraph 4. How did her writing make readers feel?”

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 _____

“Laura Ingalls Wilder”

▼ START READING HERE ▼

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.

[2] As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[3] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

[4] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped students and adults learn about history through stories.

■ STOP HERE ■

“Laura Ingalls Wilder” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Laura Ingalls Wilder	LOR-uh ING-gulz WY-lder	an American author who wrote about frontier life
frontier	frun-TEER	the edge of settled land in early America
prairie	PRAIR-ee	a large area of flat grassland
Wisconsin	wis-KON-sin	a state in the northern United States

Name _____ Date _____

Find It and Prove It

Question: How did Laura Ingalls Wilder help people learn about life on the American frontier?

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

- stories
- frontier
- prairie
- homes
- imagine
- readers
- history

SENTENCE FRAME

Laura Ingalls Wilder helped people learn about frontier life by _____. The passage says _____.

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 Laura Ingalls Wilder help people learn about life on the American frontier?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
She wrote stories about building homes, growing food, going to school, and helping neighbors.	2	<i>“Her stories described building homes, growing food, going to school, and helping neighbors.”</i>
She wrote about challenges families faced, such as cold winters and hard work.	2	<i>“She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.”</i>
Her books helped people imagine what life was like on the prairie.	3	<i>“The books helped people imagine what it was like to live on the prairie many years ago.”</i>
She made readers feel as if they were part of the story.	4	<i>“Laura’s storytelling was special because she wrote in a way that made readers feel as if they were part of the story.”</i>
People could picture the wide fields, small homes, and busy days.	4	<i>“People could picture the wide fields, the small homes, and the busy days on the farm.”</i>

SAMPLE RESPONSE

Laura Ingalls Wilder helped people learn about frontier life by writing stories about her childhood. The passage says her stories described building homes, growing food, going to school, and helping neighbors.

WHY IT WORKS

The answer responds to the question (how Laura helped people learn) and includes a detail from the passage. Accept different wording. A student may choose any detail from paragraphs 2, 3, or 4 that shows how she helped people learn.

COMMON MISUNDERSTANDINGS

- Naming what Laura did as a young person (paragraph 1) without connecting it to how her writing helped people learn.
- Adding facts about the Little House books that are not in the passage (for example, naming specific book titles not mentioned).
- 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.

Return-to-Teacher Note

Step 1 • Find It and Prove It • Module 1 • “Laura Ingalls Wilder”, 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	"Carmen Lomas Garza" (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 17

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 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, the last sentence.

SAY “The passage says: Many of those memories later became the inspiration for her artwork. In my own words: The things she remembered from growing up gave her ideas for what to paint. I kept the meaning. I changed the words.”

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

SAY “Look at the two paraphrases of paragraph 3 on your page. With your partner, decide which one keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the passage never says Garza uses dark colors or paints sad scenes.

IF STUCK “Read paraphrase B, then reread paragraph 3. Does the passage say dark colors?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase paragraph 2 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: “Garza's paintings show _____. For example, _____. She believed these moments _____.”

IF STUCK “What scenes does Garza paint? What is one example? Why did she think they mattered?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 2. 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 _____

“Carmen Lomas Garza”

▼ START READING HERE ▼

[1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a young person, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.

[2] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.

[3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.

■ STOP HERE ■

“Carmen Lomas Garza” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Carmen Lomas Garza	KAR-men LOH-mahs GAR-sah	a Mexican-American artist
Kingsville	KINGZ-vil	a city in Texas
tamales	tuh-MAH-leez	a traditional food made with corn dough and filling
traditions	truh-DIH-shunz	customs and practices passed down over time

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 2 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

paintings

family

cooking

holidays

tamales

culture

celebrated

SENTENCE FRAME

Garza's paintings show _____. For example, _____. She believed these moments _____.

Answer and Support Guide

Say It in Your Own Words. Paraphrase paragraph 2 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 (bright colors and clear details).	3	<i>“Her artwork uses bright colors and clear details to tell stories.”</i>
Part 1: Garza's paintings show family activities.	2	<i>“Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside.”</i>
Part 2: one example is families making tamales.	2	<i>“One common scene she paints is families making tamales during the holidays.”</i>
Part 3: she believed ordinary moments are important parts of culture.	2	<i>“Garza believed they were important parts of culture and should be remembered and celebrated.”</i>

SAMPLE RESPONSE

Garza often paints everyday family activities like cooking, celebrating, visiting, and being outside. One thing she likes to paint is making tamales together during holidays. She thought these regular moments were a valuable part of her culture and deserved to be saved.

WHY IT WORKS

The paraphrase keeps all three ideas of paragraph 2 in the same order (what she paints, the tamales example, why she valued them) 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 starting with why she valued the moments before describing them.
- Adding scenes that are not in paragraph 2 (for example, painting landscapes or animals).
- Leaving out why Garza believed these moments were important.

SUPPORTED ROUTE

Paraphrase only the first sentence of paragraph 2. 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 • “Carmen Lomas Garza”, 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 left out why Garza valued ordinary moments. 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	"Carmen Lomas Garza" (Module 1 version), paragraphs 2 to 4 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent work for minutes 7 to 12.
Students will	Add passage details to a scene, label each one with a paragraph number, and explain how the drawing shows the text.
Collect	Each student's sketch page with labels and the written explanation.
TEKS practiced	• 3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 28

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 2 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: 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 2 to 4 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

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

SAY “Paragraph 2 says one common scene she paints is families making tamales during the holidays. I will draw a family at a table making tamales and label it: families making tamales, holidays (paragraph 2).”

DO Sketch a simple table with people around it on the board and write the label.

Minutes 5 to 7: Let partners try

SAY “With your partner, find two more scenes from paragraph 2 that Garza paints. Put your finger on the words.”

EXPECT Cooking together, celebrating holidays, visiting neighbors, or spending time outside.

IF STUCK “Reread the first sentence of paragraph 2. What activities does it list?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Draw one scene that Garza might paint based on paragraph 2. Label at least three details with words from the passage and the paragraph number. Then write how your drawing shows what the passage says about her art.”

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

IF STUCK “Pick one activity from paragraph 2. What would it look like? Draw the people and the setting.”

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 _____

“Carmen Lomas Garza”

Paragraph numbers match the Module 1 passage. Paragraphs before [2] were read in class earlier and are not needed today.

▼ START READING HERE ▼

[2] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.

[3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.

[4] Carmen Lomas Garza has also written and illustrated books for young readers. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.

■ STOP HERE ■

“Carmen Lomas Garza” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Carmen Lomas Garza	KAR-men LOH-mahs GAR-sah	a Mexican-American artist
tamales	tuh-MAH-leez	a traditional food made with corn dough and filling
traditions	truh-DIH-shunz	customs and practices passed down over time
Kingsville	KINGZ-vil	a city in Texas

Name _____ Date _____

Sketch, Label, and Explain

Question: What kinds of scenes does Carmen Lomas Garza paint? Show one 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

- cooking
- tamales
- holidays
- neighbors
- outside
- family
- bright colors

SENTENCE FRAME

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

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption under the scene explaining why Garza believed this moment was important, using a detail from paragraph 2.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. What kinds of scenes does Carmen Lomas Garza paint? Show one in your drawing, then explain it.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Families cooking together	2	<i>“Garza’s paintings often show scenes from family life, such as cooking together.”</i>
Making tamales during the holidays	2	<i>“One common scene she paints is families making tamales during the holidays.”</i>
Celebrating holidays or visiting neighbors	2	<i>“celebrating holidays, visiting neighbors, or spending time outside.”</i>
Bright colors and clear details	3	<i>“Her artwork uses bright colors and clear details to tell stories.”</i>
People who look like they are doing something you can imagine	3	<i>“When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel.”</i>

SAMPLE RESPONSE

My drawing shows a family making tamales together during the holidays. The passage says, One common scene she paints is families making tamales during the holidays (paragraph 2).

WHY IT WORKS

Each labeled detail can be found in paragraphs 2 to 4. Drawings can look very different; judge the labels and the explanation, not the art.

COMMON MISUNDERSTANDINGS

- Drawing scenes not mentioned in the passage (for example, painting a landscape or a portrait).
- Coloring or decorating without labels. The labels and explanation are the assignment.
- An explanation that does not connect the drawing to the passage text.

SUPPORTED ROUTE

Draw a family doing one activity from the word bank. Tell a partner what your drawing shows before writing the frame.

EXTENSION

Add a caption under the scene explaining why Garza believed this moment was important, using a detail from paragraph 2.

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

Return-to-Teacher Note

Step 3 • Sketch, Label, and Explain • Module 1 • “Carmen Lomas Garza”, paragraphs 2 to 4

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	"Carmen Lomas Garza" (Module 1 version), paragraphs 3 to 5 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent revising for minutes 7 to 12.
Students will	Revise a three-sentence practice draft by adding one detail from the passage that makes an idea clearer.
Collect	Each student's revision page. Students do NOT revise their own ongoing compositions today.
TEKS practiced	• 3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 39

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 3 to 5.
- 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 3 to 5 aloud. Stop at the STOP HERE line. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “This writer has an idea, but the reader needs one more helpful detail. I will fix sentence 1. How does Garza's art tell stories?”

POINT **Point to paragraph 3, the first sentence.**

SAY “The passage says: Her artwork uses bright colors and clear details to tell stories. My revision: Carmen Lomas Garza tells stories through art that uses bright colors and clear details. Now the reader knows how.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: She also wrote books. With your partner, find a detail from paragraph 4 that tells us more about her books.”

EXPECT Paragraph 4: Many of her books are written in both English and Spanish so that more readers can enjoy them.

IF STUCK “Reread paragraph 4. What languages are her books written in? Why?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

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

FRAME If the teacher assigned a frame: “Sentence 3 revised: Her work is important because _____.”

IF STUCK “Reread paragraph 5. Where is her artwork shown? What has she helped preserve?”

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 _____

“Carmen Lomas Garza”

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

▼ START READING HERE ▼

[3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.

[4] Carmen Lomas Garza has also written and illustrated books for young readers. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.

[5] Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Carmen Lomas Garza	KAR-men LOH-mahs GAR-sah	a Mexican-American artist
illustrated	IL-uh-stray-ted	added pictures to a book
traditions	truh-DIH-shunz	customs and practices passed down over time
preserve	prih-ZURV	to keep something safe so it lasts

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

- bright colors
- stories
- English
- Spanish
- museums
- schools
- preserve

SENTENCE FRAME

Sentence 3 revised: Her work is important because _____.

Name _____ Date _____

Make One Helpful Change: Extension

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

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

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

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 1: add bright colors and clear details.	3	<i>“Her artwork uses bright colors and clear details to tell stories.”</i>
Sentence 1: add that viewers can imagine what people are doing.	3	<i>“When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel.”</i>
Sentence 2: add that her books are in English and Spanish.	4	<i>“Many of her books are written in both English and Spanish so that more readers can enjoy them.”</i>
Sentence 3: add that her art is in museums and schools.	5	<i>“Today, Garza’s artwork is shown in museums and schools across the United States.”</i>
Sentence 3: add that she helped preserve cultural stories.	5	<i>“Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.”</i>

SAMPLE RESPONSE

She also wrote and illustrated books in both English and Spanish so that more readers could enjoy them.

WHY IT WORKS

Each revision adds one relevant detail from paragraphs 3 to 5 that answers a reader’s question. Many revisions are acceptable.

COMMON MISUNDERSTANDINGS

- Adding a detail about tamales or cooking (those details are in paragraph 2, not in today’s assigned paragraphs 3 to 5).
- Fixing only spelling or capital letters. Editing is not today’s goal; today we add a detail.

SUPPORTED ROUTE

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

EXTENSION

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

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

Return-to-Teacher Note

Step 4 • Make One Helpful Change • Module 1 • “Carmen Lomas Garza”, paragraphs 3 to 5

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 paragraphs 3 to 5; 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	"Laura Ingalls Wilder" (Module 1 version), paragraphs 1 to 5 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Write a short informational piece that teaches a younger student about Laura Ingalls Wilder and why her books matter.
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 48

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 5.
- 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 why Laura Ingalls Wilder's books matter. Follow along as I read.”

DO Read paragraphs 1 to 5 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: Laura Ingalls Wilder's books are important because they help people learn about frontier life. Now I need one detail. Paragraph 4 says she made readers feel as if they were part of the story.”

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

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail from the passage that shows why Laura's books matter.”

EXPECT Paragraph 5: Her books continue to inspire readers and show how storytelling can keep history alive. Or paragraph 3: The books helped people imagine what it was like to live on the prairie.

IF STUCK “Reread paragraph 5. What do her books continue to do today?”

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.”

FRAME If the teacher assigned a frame: “Laura Ingalls Wilder's books are important because _____. The passage says _____.”

IF STUCK “Look at your thesis (central idea). What is one reason her books matter? Find the sentence in the passage.”

Minutes 12 to 15: Check and collect

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

DO Collect the informational pieces.

Name _____ Date _____

“Laura Ingalls Wilder”

▼ START READING HERE ▼

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.

[2] As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[3] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

[4] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped students and adults learn about history through stories.

“Laura Ingalls Wilder” (continued)

[5] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive.

■ STOP HERE ■

“Laura Ingalls Wilder” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Laura Ingalls Wilder	LOR-uh ING-gulz WY-lder	an American author who wrote about frontier life
frontier	frun-TEER	the edge of settled land in early America
prairie	PRAIR-ee	a large area of flat grassland
Wisconsin	wis-KON-sin	a state in the northern United States

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student why Laura Ingalls Wilder's books are still important today.

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

- stories
- frontier
- prairie
- imagine
- history
- inspire
- readers

SENTENCE FRAME

Laura Ingalls Wilder's books are important because _____. The passage says _____.

Genre Snapshot: Teach Someone Something: Extension

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student why Laura Ingalls Wilder's books are still important today.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Her stories described building homes, growing food, going to school, and helping neighbors.	2	<i>"Her stories described building homes, growing food, going to school, and helping neighbors."</i>
Her books helped people imagine prairie life long ago.	3	<i>"The books helped people imagine what it was like to live on the prairie many years ago."</i>
She made readers feel as if they were part of the story.	4	<i>"She wrote in a way that made readers feel as if they were part of the story."</i>
Her books show how storytelling can keep history alive.	5	<i>"Her books continue to inspire readers and show how storytelling can keep history alive."</i>

SAMPLE RESPONSE

Laura Ingalls Wilder's books are important because they help people learn about frontier life through stories. The passage says her books helped people imagine what it was like to live on the prairie many years ago.

WHY IT WORKS

The piece has a thesis (central idea) about why Laura's books matter and at least one supporting detail from the passage.

COMMON MISUNDERSTANDINGS

- Writing a summary of Laura's life instead of explaining why her books matter.
- Adding facts about the Little House books not mentioned in the passage.
- Writing a story instead of an informational piece.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Write about one detail from paragraph 3 or 5.

EXTENSION

Add a second detail from a different paragraph. Explain why both details help teach a younger student about Laura's books.

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

Return-to-Teacher Note

Step 5 • Genre Snapshot: Teach Someone Something • Module 1 • “Laura Ingalls Wilder”, paragraphs 1 to 5

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 summarized Laura's life instead of explaining why her books matter. 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