
GRADE 3 • CLUSTER 5

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“Henry Ford: Visionary of Travel and Sam Walton: Visionary of Retail”

*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, “Henry Ford: Visionary of Travel”, paragraphs 1 to 4) has already been taught, so it is safe on any day of Cluster 5.

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: “Henry Ford: Visionary of Travel”, paragraphs 1 to 4	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “Sam Walton: Visionary of Retail”, paragraphs 1 to 3	16
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “Henry Ford: Visionary of Travel”, paragraphs 3 and 4	27
Step 4	Make One Helpful Change	3.11C	Module 1: “Sam Walton: Visionary of Retail”, paragraphs 2 to 4	36
Step 5	Genre Snapshot: Teach Someone Something	3.12B	Module 1: “Sam Walton: Visionary of Retail”, paragraphs 1 to 4	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	"Henry Ford: Visionary of Travel" (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.

SAY “Our answers need to match what the passage tells us.”

Minutes 3 to 5: Model one example

SAY “My question is: Before Ford, who could afford cars?”

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

SAY “The passage says cars were very rare and very expensive, so only a few people could afford them. Paragraph 2 gives me the detail I need.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. What did the Model T make possible? Find the sentence.”

EXPECT Paragraph 3: Many families who had never owned a car before were finally able to buy one.

IF STUCK “Reread paragraph 3. What happened when the Model T was created?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY

“Now answer this question on your own: How did Henry Ford make cars available to everyday families? Write your answer and include a detail from the passage.”

FRAME

If the teacher assigned a frame: “Henry Ford made cars available to everyday families by _____. The passage says _____.”

IF STUCK

“Look at paragraph 3 or 4. What did Ford create or introduce that helped?”

Minutes 12 to 15: Check and collect

SAY

“Read your answer again. Underline the detail you used.”

DO

Collect the response pages.

Name _____ Date _____

“Henry Ford: Visionary of Travel”

▼ START READING HERE ▼

[1] Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools.

[2] As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families.

[3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.

[4] Henry Ford also introduced a new way of building cars called the moving assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people.

■ STOP HERE ■

“Henry Ford: Visionary of Travel” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Henry Ford	HEN-ree ford	an American engineer who made cars affordable
Michigan	MISH-ih-gun	a state in the northern United States
Model T	MAH-dul tee	a simple, affordable car made by Ford
assembly line	uh-SEM-blee lyn	a system where workers add parts step by step

Name _____ Date _____

Find It and Prove It

Question: How did Henry Ford make cars available to everyday families?

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

Model T affordable assembly line faster families travel common

SENTENCE FRAME

Henry Ford made cars available to everyday families by _____. The passage says _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second detail from a different paragraph and explain which detail better answers the question.

Stay with the same passage and the same paragraphs.

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

Find It and Prove It. How did Henry Ford make cars available to everyday families?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
He created the Model T, which was strong, simple, and affordable.	3	<i>“He created the Model T, a car that was strong, simple, and much more affordable than other cars.”</i>
Families who never owned a car could finally buy one.	3	<i>“Many families who had never owned a car before were finally able to buy one.”</i>
He introduced the assembly line, which made building cars faster and less expensive.	4	<i>“Henry Ford also introduced a new way of building cars called the moving assembly line.”</i>
Cars became more common and travel became easier.	4	<i>“Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”</i>

SAMPLE RESPONSE

Henry Ford made cars available to everyday families by creating the Model T, which was much more affordable than other cars. The passage says, Many families who had never owned a car before were finally able to buy one.

WHY IT WORKS

The answer explains how Ford made cars available (Model T or assembly line) and includes a detail from the passage.

COMMON MISUNDERSTANDINGS

- Describing Ford’s childhood interest in machines (paragraph 1) without explaining how he made cars affordable.
- Adding facts about modern cars not in the passage.
- Copying a whole paragraph instead of choosing one detail.

SUPPORTED ROUTE

Read only paragraphs 3 and 4. Use the word bank and the sentence frame.

EXTENSION

Find a second detail from a different paragraph and explain which detail better answers the question.

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 • “Henry Ford: Visionary of Travel”, 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 described Ford's childhood without connecting to how he made cars affordable. 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	"Sam Walton: Visionary of Retail" (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. 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 these experiences taught him an important lesson: families needed ways to stretch every dollar. In my own words: Sam learned that families needed to make their money go as far as possible.”

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 keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the passage never says Sam disliked working at stores.

IF STUCK “Read paraphrase B, then reread paragraph 2. Does the passage say Sam disliked his job?”

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.”

FRAME If the teacher assigned a frame: “Sam Walton wanted to find _____. In 1962, he opened _____. His plan was to _____.”

IF STUCK “What did Sam wonder about? What store did he open? What was his plan?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 3. Did you keep the meaning and the order?”

DO Collect the response pages.

Name _____ Date _____

“Sam Walton: Visionary of Retail”

▼ START READING HERE ▼

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a young person he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[3] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

■ STOP HERE ■

“Sam Walton: Visionary of Retail” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Sam Walton	sam WALL-tun	an American businessman who started Walmart
Great Depression	grayt dee-PRESH-un	a time when many people had little money
retail	REE-tayl	the business of selling goods to customers
affordable	uh-FOR-duh-bul	priced so that many people can buy it

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

wonder better store Walmart prices families afford

SENTENCE FRAME

Sam Walton wanted to find _____. In 1962, he opened _____. His plan was to _____.

Name _____ Date _____

Say It in Your Own Words: Extension

After your paraphrase, retell paragraphs 1, 2, and 3 in order in three sentences.

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 keeps the meaning (Sam noticed high prices bothered families).	2	<i>“Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.”</i>
Part 1: Sam wanted a better way.	3	<i>“Sam began to wonder if there was a better way.”</i>
Part 2: he opened Walmart in Arkansas with low prices.	3	<i>“He opened a small store in Rogers, Arkansas called Walmart.”</i>
Part 3: running the store was hard work, but he kept trying.	3	<i>“At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”</i>

SAMPLE RESPONSE

Sam wanted to help families spend less money. In 1962, he opened a small store called Walmart in Rogers, Arkansas. He planned to sell lots of things at low prices so regular families could buy what they needed. It was hard at first, but Sam kept working and learning.

WHY IT WORKS

The paraphrase keeps all ideas of paragraph 3 in order and uses different words.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word.
- Changing the order.
- Adding details about how big Walmart is today (that is in paragraph 4, not 3).
- Leaving out that running the store was not easy.

SUPPORTED ROUTE

Paraphrase only the first two sentences of paragraph 3. Use the word bank and the frame.

EXTENSION

After your paraphrase, retell paragraphs 1, 2, and 3 in order in three sentences.

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 • “Sam Walton: Visionary of Retail”, 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; students who skipped how hard it was to start the store. 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	"Henry Ford: Visionary of Travel" (Module 1 version), paragraphs 3 and 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	Draw the assembly line and the Model T, label each detail, and explain how they changed travel.
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 3 and 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. Follow along as I read.”

DO Read paragraphs 3 and 4 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT Point to paragraph 4, the second sentence.

SAY “Paragraph 4 says workers stayed in one place while parts moved down a line and were added step by step. I will draw workers at stations with car parts moving along a line.”

DO Sketch a simple assembly line on the board and label it.

Minutes 5 to 7: Let partners try

SAY “With your partner, find two more details from paragraphs 3 and 4 you could draw.”

EXPECT The Model T; families buying a car; cars on roads.

IF STUCK “Reread paragraph 3. What was the Model T like?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY

“Draw the assembly line or the Model T. Label at least three details. Write how your drawing explains the passage.”

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?”

Minutes 12 to 15: Check and collect

SAY

“Check your labels. Does each one have a paragraph number?”

DO

Collect the sketch pages.

Name _____ Date _____

“Henry Ford: Visionary of Travel”

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

▼ START READING HERE ▼

[3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.

[4] Henry Ford also introduced a new way of building cars called the moving assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Henry Ford	HEN-ree ford	an American engineer who made cars affordable
Model T	MAH-dul tee	a simple, affordable car made by Ford
assembly line	uh-SEM-blee lyn	a system where workers add parts step by step

Name _____ Date _____

Sketch, Label, and Explain

Question: How did the assembly line help make cars available to more people? Show it in your drawing, then explain.

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

Model T assembly line workers parts affordable faster families

SENTENCE FRAME

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

Sketch, Label, and Explain: Extension

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. How did the assembly line help make cars available to more people? Show it in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
The Model T was strong, simple, and affordable	3	<i>“He created the Model T, a car that was strong, simple, and much more affordable than other cars.”</i>
Families could finally buy a car	3	<i>“Many families who had never owned a car before were finally able to buy one.”</i>
Workers stayed in one place; parts moved down a line	4	<i>“Workers stayed in one place while parts moved down a line and were added step by step.”</i>
Building cars became faster and less expensive	4	<i>“This made building cars faster and less expensive.”</i>

SAMPLE RESPONSE

My drawing shows the assembly line where workers add parts step by step. The passage says, Workers stayed in one place while parts moved down a line and were added step by step (paragraph 4).

WHY IT WORKS

Each labeled detail can be found in paragraphs 3 or 4. Drawings can look very different.

COMMON MISUNDERSTANDINGS

- Drawing Ford as a child (paragraph 1, not today's reading).
- Drawing modern cars not in the passage.

SUPPORTED ROUTE

Draw the assembly line using the word bank. Label three parts.

EXTENSION

Add a caption explaining why the assembly line mattered for families, using a detail from paragraph 3.

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 • “Henry Ford: Visionary of Travel”, paragraphs 3 and 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 drew things not in paragraphs 3 to 4. 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	"Sam Walton: Visionary of Retail" (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 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 37

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: 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. Follow along as I read.”

DO Read paragraphs 2 to 4 aloud. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “I will fix sentence 1. Why did Sam want to help families?”

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

SAY “The passage says many stores charged high prices, which meant families with limited money often struggled. My revision: Sam Walton wanted to help families because many stores charged high prices that made it hard for people to buy what they needed. Now the reader knows why.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: He opened a store with low prices. Find a detail about how Sam ran the store.”

EXPECT Paragraph 3: Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

IF STUCK “Reread paragraph 3. How did Sam work to make his store better?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

SAY “Choose sentence 2 or sentence 3. Add one helpful detail. Copy the whole draft with your change.”

FRAME If the teacher assigned a frame: “Sentence 3 revised: His idea changed shopping because _____.”

IF STUCK “Reread paragraph 4. What did customers like? How did the company grow?”

Minutes 12 to 15: Check and collect

SAY “Read both drafts aloud. Is the idea clearer now? Circle the detail you added.”

DO Collect the revision pages.

Name _____ Date _____

“Sam Walton: Visionary of Retail”

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

▼ START READING HERE ▼

[2] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[3] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

[4] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. More stores opened, especially in small towns where shopping choices had been limited. Over time, Walmart grew into a huge company that created jobs for millions of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

■ STOP HERE ■

“Sam Walton: Visionary of Retail” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Sam Walton	sam WALL-tun	an American businessman who started Walmart
retail	REE-tayl	the business of selling goods to customers
affordable	uh-FOR-duh-bul	priced so that many people can buy it

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

prices

Walmart

affordable

customers

improve

jobs

families

SENTENCE FRAME

Sentence 3 revised: His idea changed shopping because _____.

Name _____ Date _____

Make One Helpful Change: Extension

Combine two sentences using because or so, and explain how the change helps the reader.

Stay with the same passage and the same paragraphs.

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

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 that stores charged high prices.	2	<i>"Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed."</i>
Sentence 2: add the store name and location.	3	<i>"He opened a small store in Rogers, Arkansas called Walmart."</i>
Sentence 2: add that Sam worked long hours and kept improving.	3	<i>"Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."</i>
Sentence 3: add that customers liked one place with affordable prices.	4	<i>"Customers liked finding many items in one place at prices they could afford."</i>
Sentence 3: add that the company created jobs for millions.	4	<i>"Over time, Walmart grew into a huge company that created jobs for millions of people."</i>

SAMPLE RESPONSE

He opened a small store called Walmart in Rogers, Arkansas, where he sold many products at lower prices so everyday families could afford them.

WHY IT WORKS

Each revision adds one relevant detail that makes the draft clearer.

COMMON MISUNDERSTANDINGS

- Adding details about Sam's childhood (paragraph 1, not today's assigned paragraphs 2 to 4).
- Fixing only spelling or capital letters.

SUPPORTED ROUTE

Use the detail cards. Choose one that fits sentence 2 or 3 and copy the revised sentence.

EXTENSION

Combine two sentences 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 • “Sam Walton: Visionary of Retail”, paragraphs 2 to 4

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 from paragraph 1; 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	"Sam Walton: Visionary of Retail" (Module 1 version), paragraphs 1 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 writing for minutes 7 to 12.
Students will	Write a short informational piece that teaches a younger student how Sam Walton's idea helped families.
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 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. Follow along as I read.”

DO Read paragraphs 1 to 4 aloud.

Minutes 3 to 5: Model one example

SAY “My thesis (central idea) is: Sam Walton helped families by creating stores with lower prices. Paragraph 3 says his plan was to sell many different products at lower prices.”

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

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail about how Sam's idea helped.”

EXPECT Paragraph 4: Customers liked finding many items in one place at prices they could afford. Or: Walmart created jobs for millions of people.

IF STUCK “Reread paragraph 4. How did customers and communities benefit?”

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.”

FRAME If the teacher assigned a frame: “Sam Walton helped families by _____. The passage says _____.”

IF STUCK “What was Sam's plan? Find it in paragraph 3.”

Minutes 12 to 15: Check and collect

SAY “Does your piece have a thesis (central idea) and a detail from the passage?”

DO Collect the pieces.

Name _____ Date _____

“Sam Walton: Visionary of Retail”

▼ START READING HERE ▼

[1] Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a young person he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar.

[2] As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

[3] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them. At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.

“Sam Walton: Visionary of Retail” (continued)

[4] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. More stores opened, especially in small towns where shopping choices had been limited. Over time, Walmart grew into a huge company that created jobs for millions of people. Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country.

■ STOP HERE ■

“Sam Walton: Visionary of Retail” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Sam Walton	sam WALL-tun	an American businessman who started Walmart
retail	REE-tayl	the business of selling goods to customers
affordable	uh-FOR-duh-bul	priced so that many people can buy it
Great Depression	grayt dee-PRESH-un	a time when many people had little money

Name _____ Date _____

Genre Snapshot: Teach Someone Something

Question: Teach a younger student how Sam Walton's idea helped families save money.

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

prices affordable families Walmart customers jobs communities

SENTENCE FRAME

Sam Walton helped families by _____. The passage says _____.

Genre Snapshot: Teach Someone Something: Extension

[illegible]

Answer and Support Guide

Genre Snapshot: Teach Someone Something. Teach a younger student how Sam Walton's idea helped families save money.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
His plan was to sell many products at lower prices.	3	<i>"His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them."</i>
Customers liked finding many items at affordable prices.	4	<i>"Customers liked finding many items in one place at prices they could afford."</i>
Walmart created jobs for millions of people.	4	<i>"Over time, Walmart grew into a huge company that created jobs for millions of people."</i>
His determination left a lasting mark on communities.	4	<i>"Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country."</i>

SAMPLE RESPONSE

Sam Walton helped families by opening stores with lower prices so everyday families could afford the things they needed. The passage says his plan was to sell many different products at lower prices.

WHY IT WORKS

The piece has a thesis (central idea) and at least one detail from the passage.

COMMON MISUNDERSTANDINGS

- Writing about Henry Ford instead of Sam Walton.
- Adding facts about modern stores not 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 4.

EXTENSION

Add a second detail and explain why both details help teach a younger student.

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 • “Sam Walton: Visionary of Retail”, 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 wrote about Ford instead of Walton. 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