
GRADE 3 • CLUSTER 6

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“Crash and The Good Citizen”

*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, “Crash”, paragraphs 1 to 6) has already been taught, so it is safe on any day of Cluster 6.

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: “Crash”, paragraphs 1 to 6	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “The Good Citizen”, paragraphs 3 to 5	16
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “Crash”, paragraphs 2 to 6	25
Step 4	Make One Helpful Change	3.11C	Module 1: “The Good Citizen”, paragraphs 2 to 6	34
Step 5	Genre Snapshot: My Choice, My Reasons	3.12C	Module 1: “Crash”, paragraphs 1 to 9	45

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.

Contents

Cover	1
Copyright	2
How to Use This Folder (Use This First)	3
Contents	4
Step 1 Find It and Prove It (Use This First)	5
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 2 Say It in Your Own Words	16
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 3 Sketch, Label, and Explain	25
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 4 Make One Helpful Change	34
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	
Step 5 Genre Snapshot: My Choice, My Reasons	45
Start Here • Teaching Script • Passage • Student Response • Supported Route • Extension • Answer Guide • Return-to-Teacher Note	

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	"Crash" (Module 1 version), paragraphs 1 to 6 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 6.
- 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 6 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: What did Amina do after the jar broke? I will look for a detail.”

POINT **Point to paragraph 3.**

SAY “The passage says Amina's heart started to race and she wondered if she should stay quiet. Paragraph 3 shows what she was thinking before she decided.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. What did Amina actually do? Find the sentence that tells you.”

EXPECT Paragraph 5: Amina took a deep breath and raised her hand. She said, I bumped the table and knocked it over.

IF STUCK “Reread paragraph 5. What did Amina say to Mrs. Ramirez?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY

“Now answer this question on your own: Why did Amina decide to tell the truth about what happened? Write your answer and include a detail from the passage.”

FRAME

If the teacher assigned a frame: “Amina decided to tell the truth because _____. The passage says _____.”

IF STUCK

“Look at paragraph 3. What did Amina think about? Then look at paragraph 5. What did she choose to do?”

Minutes 12 to 15: Check and collect

SAY

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

DO

Collect the response pages.

Name _____ Date _____

“Crash”

▼ START READING HERE ▼

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke.

[3] Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

[4] Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly.

[5] Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[6] Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."

■ STOP HERE ■

“Crash” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Amina	ah-MEE-nah	a student in Mrs. Ramirez's class
Mrs. Ramirez	MIS-iz rah-MEER-ez	Amina's teacher
responsibility	ree-SPON-suh-BIL-ih-tee	being accountable for your actions
citizen	SIT-ih-zen	a person who belongs to a community

Name _____ Date _____

Find It and Prove It

Question: Why did Amina decide to tell the truth about what happened?

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

truth honest accident quiet responsibility raised breath

SENTENCE FRAME

Amina decided to tell the truth because _____. The passage says _____.

Find It and Prove It: 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

Find It and Prove It. Why did Amina decide to tell the truth about what happened?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
She could have stayed quiet because no one saw, but she chose honesty.	3	<i>“For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.”</i>
She took a deep breath and raised her hand to admit what she did.	5	<i>“Amina took a deep breath and raised her hand.”</i>
She told Mrs. Ramirez she bumped the table and it was an accident.	5	<i>“I bumped the table and knocked it over. I didn't mean to.”</i>
Mrs. Ramirez said being honest shows responsibility.	6	<i>“Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.”</i>

SAMPLE RESPONSE

Amina decided to tell the truth even though no one saw what happened. The passage says she took a deep breath and raised her hand, telling Mrs. Ramirez, I bumped the table and knocked it over.

WHY IT WORKS

The answer explains why Amina told the truth (she chose honesty over staying quiet) and includes a detail from the passage.

COMMON MISUNDERSTANDINGS

- Saying Amina told the truth because she was caught. The passage says no one had seen exactly what happened.
- Focusing only on the broken jar without explaining Amina's choice.
- Adding details about what happened after paragraph 6.

SUPPORTED ROUTE

Read only paragraphs 3 and 5. Use the word bank and the sentence frame.

EXTENSION

Find a second detail that shows why telling the truth mattered and explain which detail is more important.

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 • “Crash”, paragraphs 1 to 6

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 said Amina was caught (she was not); students who needed the frame. 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 Good Citizen" (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 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 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: 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 3 to 5 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

POINT Point to paragraph 3, the first sentence.

SAY “The passage says: One busy Saturday, Maya rushed through her chores. In my own words: On a Saturday when she was in a hurry, Maya did her jobs too fast. I kept the meaning.”

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

SAY “Look at the two paraphrases of paragraph 5 on your page. Decide which keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the passage never says Rusty was angry.

IF STUCK “Read paraphrase B, then reread paragraph 5. Was Rusty angry? What did Rusty do?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Paraphrase paragraph 4. Tell what happened in the same order, using your own words.”

FRAME If the teacher assigned a frame: “Later, Maya suddenly realized _____. She felt worried because _____.”

IF STUCK “What terrible thought did Maya have? Why was she worried?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to paragraph 4. Did you keep the meaning and the order?”

DO Collect the response pages.

Name _____ Date _____

“The Good Citizen”

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

▼ START READING HERE ▼

[3] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise. When she finished, she waved goodbye to Rusty and rode her bike home.

[4] Later that afternoon, Maya suddenly froze. A terrible thought rushed into her mind. In her hurry, she had never filled Rusty's food bowl. Her stomach twisted with worry. Rusty had been waiting for her, trusting her to take care of him.

[5] Maya jumped on her bike and pedaled as fast as she could back to the shelter. When she arrived, Rusty wagged his tail the moment he saw her. Maya quickly filled his bowl and watched him eat.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Maya	MY-uh	a student who volunteers at a dog shelter
Rusty	RUS-tee	a brown and white puppy at the shelter
volunteering	VOL-un-TEER-ing	helping others without being paid
shelter	SHEL-ter	a place that cares for animals who need homes

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase paragraph 4 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

- froze
- remembered
- forgot
- food bowl
- worried
- trusting
- hurry

SENTENCE FRAME

Later, Maya suddenly realized _____. She felt worried because _____.

Name _____ Date _____

Say It in Your Own Words: Extension

Retell paragraphs 3, 4, and 5 in order in three sentences.

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

Say It in Your Own Words. Paraphrase paragraph 4 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 (Rusty wagged his tail, Maya filled his bowl).	5	<i>“Rusty wagged his tail the moment he saw her. Maya quickly filled his bowl and watched him eat.”</i>
Part 1: Maya suddenly remembered something terrible.	4	<i>“Later that afternoon, Maya suddenly froze. A terrible thought rushed into her mind.”</i>
Part 2: she had forgotten to give Rusty his food.	4	<i>“In her hurry, she had never filled Rusty's food bowl.”</i>
Part 3: she was worried because Rusty was counting on her.	4	<i>“Rusty had been waiting for her, trusting her to take care of him.”</i>

SAMPLE RESPONSE

That afternoon, Maya stopped moving. She remembered that she had forgotten to fill Rusty's food bowl when she was rushing. She felt terrible because Rusty was depending on her to feed him.

WHY IT WORKS

The paraphrase keeps all three ideas of paragraph 4 in the same order and uses different words.

COMMON MISUNDERSTANDINGS

- Copying the sentences word for word.
- Saying Maya forgot because she was lazy. The passage says she was rushing to meet friends.
- Adding that Rusty was sad or crying. The passage does not say that.

SUPPORTED ROUTE

Paraphrase only the last sentence of paragraph 4. Use the word bank and the frame.

EXTENSION

Retell paragraphs 3, 4, and 5 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 • “The Good Citizen”, paragraphs 3 to 5

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 added emotions not in 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

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	"Crash" (Module 1 version), paragraphs 2 to 6 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 what happened after the jar broke, label each detail, and explain how the drawing shows the passage.
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 26

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 6.
- 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 2 to 6 aloud. Stop at the STOP HERE line.

Minutes 3 to 5: Model one example

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

SAY “Paragraph 2 says the glass jar fell to the floor and broke. I will draw a broken jar on the floor and label it: broken jar, paragraph 2.”

DO Sketch a broken jar on the board and write the label.

Minutes 5 to 7: Let partners try

SAY “Find two more details you could draw from paragraphs 3 to 6.”

EXPECT Amina raising her hand (paragraph 5); Mrs. Ramirez smiling (paragraph 6); everyone looking at the jar (paragraph 3).

IF STUCK “Reread paragraph 5. What did Amina do with her hand?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY “Draw at least three important moments from paragraphs 2 to 6. Label each one. Write how your drawing shows what happened.”

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

IF STUCK “Pick one moment. What did it look like? Draw the people and what they did.”

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 _____

“Crash”

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 the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke.

[3] Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

[4] Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly.

[5] Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[6] Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
Amina	ah-MEE-nah	a student in Mrs. Ramirez's class
Mrs. Ramirez	MIS-iz rah-MEER-ez	Amina's teacher
responsibility	ree-SPON-suh-BIL-ih-tee	being accountable for your actions

Name _____ Date _____

Sketch, Label, and Explain

Question: What happened after the jar broke? Show the important moments 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

jar broke elbow hand truth smiled responsibility

SENTENCE FRAME

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

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption explaining why Amina's choice mattered, using two details from different paragraphs.

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

Sketch, Label, and Explain. What happened after the jar broke? Show the important moments in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Amina's elbow bumps the table; the jar breaks	2	<i>"While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke."</i>
Everyone turns to look at the broken jar	3	<i>"Everyone turned to look at the broken jar."</i>
Amina raises her hand and tells the truth	5	<i>"Amina took a deep breath and raised her hand."</i>
Mrs. Ramirez smiles kindly	6	<i>"Mrs. Ramirez smiled kindly."</i>
Mrs. Ramirez says being honest shows responsibility	6	<i>"Accidents happen, but being honest shows responsibility."</i>

SAMPLE RESPONSE

My drawing shows Amina raising her hand to tell the truth. The passage says, Amina took a deep breath and raised her hand (paragraph 5).

WHY IT WORKS

Each labeled detail can be found in paragraphs 2 to 6.

COMMON MISUNDERSTANDINGS

- Drawing what happens after paragraph 6 (paragraphs 7 to 9).
- Drawing the plant growing instead of the jar breaking.

SUPPORTED ROUTE

Draw three moments from the word bank. Tell a partner what each shows.

EXTENSION

Add a caption explaining why Amina's choice mattered, using two details from different paragraphs.

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 • “Crash”, paragraphs 2 to 6

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 from outside paragraphs 2 to 6. 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 Good Citizen" (Module 1 version), paragraphs 2 to 6 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 35

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 6.
- 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 6 aloud. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “I will fix sentence 1. What was Maya’s job at the shelter?”

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

SAY “The passage says she filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs. My revision: Maya volunteered at a dog shelter where she filled water bowls, measured food, and cleaned kennels. Now the reader knows what she did.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: She forgot to do something important. What did she forget?”

EXPECT Paragraph 4: In her hurry, she had never filled Rusty’s food bowl.

IF STUCK “Reread paragraph 4. What did Maya forget?”

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: Maya learned that being a good citizen means _____.”

IF STUCK “Reread paragraph 6. What did Maya realize?”

Minutes 12 to 15: Check and collect

SAY “Read both drafts aloud. Is the idea clearer now?”

DO Collect the revision pages.

Name _____ Date _____

“The Good Citizen”

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

▼ START READING HERE ▼

[2] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[3] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise. When she finished, she waved goodbye to Rusty and rode her bike home.

[4] Later that afternoon, Maya suddenly froze. A terrible thought rushed into her mind. In her hurry, she had never filled Rusty's food bowl. Her stomach twisted with worry. Rusty had been waiting for her, trusting her to take care of him.

[5] Maya jumped on her bike and pedaled as fast as she could back to the shelter. When she arrived, Rusty wagged his tail the moment he saw her. Maya quickly filled his bowl and watched him eat.

[6] As she sat beside him, Maya realized something important. Being a good citizen meant doing your job carefully, especially when others depended on you. Rusty was counting on her, and next time, she would not forget.

■ STOP HERE ■

“The Good Citizen” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Maya	MY-uh	a student who volunteers at a dog shelter
Rusty	RUS-tee	a brown and white puppy at the shelter
responsibility	ree-SPON-suh-BIL-ih-tee	being accountable for your actions
citizen	SIT-ih-zen	a person who belongs to a community

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

- food bowl
- rushing
- friends
- worried
- citizen
- carefully
- counting

SENTENCE FRAME

Sentence 3 revised: Maya learned that being a good citizen means _____.

Name _____ Date _____

Make One Helpful Change: Extension

Combine two sentences using because or so.

Stay with the same passage and the same paragraphs.

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 what Maya did at the shelter.	2	<i>"She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe."</i>
Sentence 2: add that she forgot to fill Rusty's food bowl.	4	<i>"In her hurry, she had never filled Rusty's food bowl."</i>
Sentence 2: add that she was rushing to meet friends.	3	<i>"She had promised to meet her friends at the park later, and she kept checking the clock."</i>
Sentence 3: add that being a good citizen means doing your job carefully.	6	<i>"Being a good citizen meant doing your job carefully, especially when others depended on you."</i>
Sentence 3: add that Rusty was counting on her.	6	<i>"Rusty was counting on her, and next time, she would not forget."</i>

SAMPLE RESPONSE

She forgot to fill Rusty's food bowl because she was rushing to meet her friends at the park.

WHY IT WORKS

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

COMMON MISUNDERSTANDINGS

- Adding details from the "Crash" passage instead of "The Good Citizen."
- Fixing only spelling or capital letters.

SUPPORTED ROUTE

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

EXTENSION

Combine two sentences using because or so.

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 • “The Good Citizen”, paragraphs 2 to 6

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 "Crash" instead of "The Good Citizen." 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: My Choice, My Reasons

Today's lesson	Genre Snapshot: My Choice, My Reasons (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	“Crash” (Module 1 version), paragraphs 1 to 9 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 your opinion: Was Amina right to tell the truth? Support your position with a detail from the passage.
Collect	Each student's planner and opinion piece.
TEKS practiced	• 3.12C Compose argumentative texts, including opinion essays, using 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 46

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 9.
- 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: My Choice, My Reasons

Practice focus: Writing a short opinion piece using a clear position and supporting reasons.

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 opinion piece. You will decide whether Amina was right to tell the truth and explain why. Follow along as I read.”

DO Read paragraphs 1 to 9 aloud.

Minutes 3 to 5: Model one example

SAY “I need a clear position first. I believe Amina was right to tell the truth. Now I need a reason from the passage. Paragraph 6 says being honest shows responsibility. That supports my position.”

DO Write the position and one reason on the board.

Minutes 5 to 7: Plan with a partner

SAY “With your partner, find one more detail that supports the idea that telling the truth was the right choice.”

EXPECT Paragraph 9: Her honesty helped make things right. Or paragraph 8: Being a good citizen means telling the truth.

IF STUCK “Reread paragraph 9. How did Amina feel? Why?”

Teaching Script (continued)

Minutes 7 to 12: Students write independently

SAY “Write your opinion piece. State your position clearly. Give a reason from the passage. Explain why the reason supports your position.”

FRAME If the teacher assigned a frame: “I believe Amina was right to tell the truth because _____. The passage says _____.”

IF STUCK “What is your opinion? Now find a sentence in the passage that supports it.”

Minutes 12 to 15: Check and collect

SAY “Does your piece state a clear position and give a reason from the passage?”

DO Collect the opinion pieces.

Name _____ Date _____

“Crash”

▼ START READING HERE ▼

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke.

[3] Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

[4] Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly.

[5] Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[6] Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."

[7] Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean.

[8] Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard."

[9] Amina felt proud. She had made a mistake, but her honesty helped make things right.

■ STOP HERE ■

“Crash” (continued)

PRONUNCIATION HELP

Word	Say it	Meaning
Amina	ah-MEE-nah	a student in Mrs. Ramirez's class
Mrs. Ramirez	MIS-iz rah-MEER-ez	Amina's teacher
responsibility	ree-SPON-suh-BIL-ih-tee	being accountable for your actions
citizen	SIT-ih-zen	a person who belongs to a community

Name _____ Date _____

Genre Snapshot: My Choice, My Reasons

Question: Was Amina right to tell the truth? Write your opinion and support it with a detail from the passage.

None

CHECK

None

Name _____ Date _____

Genre Snapshot: My Choice, My Reasons:

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

truth honest responsibility citizen proud mistake right

SENTENCE FRAME

I believe Amina was right to tell the truth because _____. The passage says _____.

Name _____ Date _____

Genre Snapshot: My Choice, My Reasons: Extension

Add a second reason from a different paragraph and explain which reason is stronger.

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 extend across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Genre Snapshot: My Choice, My Reasons. Was Amina right to tell the truth? Write your opinion and support it with a detail from the passage.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Being honest shows responsibility.	6	<i>“Accidents happen, but being honest shows responsibility.”</i>
Her honesty helped make things right.	9	<i>“She had made a mistake, but her honesty helped make things right.”</i>
Being a good citizen means telling the truth.	8	<i>“Being a good citizen means telling the truth, even when it feels hard.”</i>
Her classmates helped clean up together.	7	<i>“Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean.”</i>

SAMPLE RESPONSE

I believe Amina was right to tell the truth because being honest shows responsibility. The passage says, Accidents happen, but being honest shows responsibility. Amina's honesty helped make things right.

WHY IT WORKS

The piece states a clear position (Amina was right) and gives at least one reason from the passage.

COMMON MISUNDERSTANDINGS

- Writing without stating a clear position (for example, just retelling what happened).
- Using only opinions without details from the passage.
- Adding facts about honesty not in the passage.

SUPPORTED ROUTE

Use the word bank and the sentence frame. Give one reason from the passage.

EXTENSION

Add a second reason from a different paragraph and explain which reason is stronger.

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: My Choice, My Reasons • Module 1 • “Crash”, paragraphs 1 to 9

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Composing a short opinion piece with a clear position and supporting reasons (3.12C).
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 retold the story without stating an opinion; students who gave opinions without passage support. 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