

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 1 Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 1
ONE-MONTH KNOWLEDGE AND STAMINA PROGRESSION

Text Complexity and Reading Stamina

EVIDENTIARY REPORT PACKAGE

PASSAGE SET 1	THE PILGRIMS CHOSE PLYMOUTH	LOW → VERY HIGH
PASSAGE SET 2	LIFE ALONG THE NILE RIVER	LOW → VERY HIGH
DOCUMENT CONTROL	RECORD	
Intended Use	Supplemental Support Lesson Guide	
Document Type	Official Teacher-Facing Instructional Planning Report	
Version / Date	Version 1.0 August 2026	
Texts Analyzed	Eight informational selections: two related topics × four stamina levels	

Package Contents

Scope, organization, and intended instructional use

SECTION	CONTENTS
Section I	Overall purpose, research basis, measurement protocol, and interpretation rules
Section II	Master quantitative comparison and Cluster 1 instructional architecture
Section III	Passage Set 1: The Pilgrims Chose Plymouth - four separate stamina reports
Section IV	Passage Set 2: Life Along the Nile River - four separate stamina reports
Section V	Cross-text implementation guidance, verification record, references, and final determination

Report Use

This package is designed for direct placement in the Grade 3 Supplemental Support Lesson Guide of The Writing Academy®, LLC. It documents each supplied Cluster 1 passage separately while explaining how the two passage families function across one month. The report distinguishes linguistic readability from reading stamina, knowledge demand, evidence distance, and writing-task complexity.

Source Set Overview

PASSAGE SET	STABLE CONTENT	PRIMARY INSTRUCTIONAL EXPANSION
Passage Set 1: The Pilgrims Chose Plymouth	Pilgrims, Atlantic crossing, Plymouth, natural resources, winter, shelter, cooperation, crops, and colony growth.	Each module adds voyage detail, hardship, assistance, agriculture, trade, religion, and whole-text synthesis.
Passage Set 2: Life Along the Nile River	Desert conditions, Nile flooding, fertile soil, food, water, boats, settlement, and civilization.	Each module adds planning, work roles, trade, construction, religion, family life, and geographic interpretation.

Source-Fidelity Note

The supplied Cluster 1 architecture contains exactly two passage families and four stamina versions of each. No poem or drama is included in this source set, and no additional text version has been invented. Stamina labels describe relative placement within each four-week sequence; they are not universal grade-level categories.

Overall Purpose Statement

Using stable content to build knowledge while increasing stamina, evidence distance, and written reasoning

Official Cluster 1 Purpose Statement

Cluster 1 uses conceptual continuity as an instructional scaffold. Across four modules, students revisit the same people, places, natural resources, problems, and outcomes while each subsequent passage increases the amount of text, number of paragraphs, vocabulary density, information categories, and distance between related pieces of evidence. Because students enter each week with an expanding knowledge base, they can devote more cognitive attention to sustained reading, vocabulary, cause-and-effect reasoning, evidence selection, synthesis, and writing. The goal is not to make every numerical readability score rise; the goal is to increase meaningful instructional complexity while preserving access.

What Remains Stable and What Intentionally Increases

STABLE ACROSS MODULES	INTENTIONALLY INCREASES ACROSS MODULES
Same central topic and recurring concepts	Total reading volume and paragraph span
Same major people, places, resources, and outcomes	Number of details, subtopics, and cause/effect relationships
Same expectation that students use textual evidence	Vocabulary density, multisyllabic load, and knowledge breadth
Same repeated routine for reading, discussion, and writing	Distance between evidence and need to organize evidence categories
Teacher modeling followed by increasingly independent use	Inference, synthesis, and extended written explanation

Four-Week Instructional Progression

MODULE	PRIMARY READING GOAL	EVIDENCE / WRITING GOAL	RECOMMENDED TEACHER MOVE
Module 1 - Low Stamina	Establish people, place, problem, and central resource relationships.	Locate explicit evidence and explain one clear cause/effect relationship.	Model the organizer and complete a brief supported response.
Module 2 - Medium Stamina	Sustain comprehension across a longer chronology and additional categories.	Connect two or more pieces of evidence from different paragraphs.	Chunk the text, preview vocabulary, and rehearse orally.
Module 3 - High Stamina	Track several subtopics and evidence categories across an extended text.	Select strong evidence and explain how multiple details support one idea.	Use paragraph-numbered annotations and category sorting.
Module 4 - Very High Stamina	Integrate the complete topic, including broader historical or geographic significance.	Synthesize evidence from the whole text into an extended explanation.	Increase independence after modeled vocabulary and structure support.

Research Basis and Measurement Protocol

How the Cluster 1 evidentiary profile is calculated and interpreted

RESEARCH PRINCIPLE

Three-Part Text Complexity Model

Multiple Quantitative Measures

Qualitative Informational-Text Analysis

Knowledge Building

Evidence-Based Instruction

Counting Conventions

- Word counts include student-facing passage language and exclude titles, stamina labels, and report metadata.
- Contractions, possessives, and hyphenated compounds are counted as one word; numerals are counted as one word.
- Sentence counts use terminal punctuation; paragraph counts follow the separated source paragraphs.
- Syllable counts use a pronunciation dictionary when available and a consistent fallback method for names and uncommon terms.
- Estimated reading time assumes one pass at 100-120 words per minute and excludes annotation, rereading, discussion, and writing.

- Stamina labels are interpreted relative to each passage family, not as a universal statement about all Grade 3 texts.

Grade 3 Placement Note

Several numerical estimates appear above common independent-reading expectations for Grade 3 because proper nouns, historical terminology, geographic compounds, and long opening sentences increase formula values. Instructional suitability depends on prior knowledge, teacher support, purposeful rereading, and the complexity of the assigned task.

Master Quantitative Comparison

Actual counts and professional planning estimates across all Cluster 1 selections

SELECTION	LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
The Pilgrims Chose Plymouth	Low	124	9	3	13.8	7 (5.6%)	6.2
The Pilgrims Chose Plymouth	Medium	381	31	10	12.3	30 (7.9%)	6.3
The Pilgrims Chose Plymouth	High	532	49	16	10.9	56 (10.5%)	6.6
The Pilgrims Chose Plymouth	Very High	616	58	23	10.6	75 (12.2%)	7.3
Life Along the Nile River	Low	132	9	4	14.7	5 (3.8%)	6.0
Life Along the Nile River	Medium	333	27	10	12.3	29 (8.7%)	6.8
Life Along the Nile River	High	477	44	17	10.8	49 (10.3%)	6.9
Life Along the Nile River	Very High	627	58	26	10.8	72 (11.5%)	7.6

What the Numbers Demonstrate

- The Pilgrims sequence grows from 124 to 616 words, a 4.97-fold increase in reading volume; paragraph span grows from 3 to 23.
- The Nile sequence grows from 132 to 627 words, a 4.75-fold increase; paragraph span grows from 4 to 26.
- Three-or-more-syllable density rises from 5.6% to 12.2% in the Pilgrims set and from 3.8% to 11.5% in the Nile set.
- The High and Very High versions require evidence retrieval across many more paragraphs and a broader range of historical, geographic, agricultural, economic, and community concepts.

Official Cluster 1 Finding

The passage progression is a controlled knowledge-and-stamina staircase. Linguistic readability remains supported by repeated vocabulary and relatively short sentences, while the actual instructional demand increases through text length, conceptual breadth, evidence distribution, and whole-text synthesis.

Cluster 1 Instructional Architecture

How two content-rich passage families progress through four modules

MODULE	STAMINA LEVEL	PRIMARY INSTRUCTIONAL FUNCTION	APPROPRIATE PRODUCT
Module 1	Low Stamina	Establish the shared knowledge framework and locate local evidence.	Brief evidence-based response
Module 2	Medium Stamina	Add subtopics, vocabulary, and evidence from several paragraphs.	Multi-sentence explanation
Module 3	High Stamina	Integrate multiple categories and retrieve evidence across the text.	Extended response with several supports
Module 4	Very High Stamina	Synthesize the full topic and explain historical or geographic significance.	Whole-text extended explanation

Passage-Family Progression

PASSAGE FAMILY	FOUNDATIONAL CORE	EXPANDED KNOWLEDGE AND REASONING
The Pilgrims Chose Plymouth	Choice of location and immediate settlement needs	Voyage, winter, cooperation, adaptation, agriculture, trade, religion, and legacy
Life Along the Nile River	Desert, flooding, fertile soil, food, water, boats, and settlement	Flood-cycle planning, work, trade, construction, religion, family roles, and civilization

Evidence and Writing Progression

LEVEL	EVIDENCE LOCATION	EXPECTED REASONING	APPROPRIATE PRODUCT
Low	Local details within one or two paragraphs	Identify a cause, resource, or effect	Brief evidence-based response
Medium	Across several chronological or category paragraphs	Connect two or more details	Organized multi-sentence response
High	Across distant sections and several categories	Select and explain the strongest evidence	Extended response with multiple supports
Very High	Across the full text	Synthesize categories and explain significance	Extended whole-text response

Challenge Without Overwhelming

Teachers may retain a shorter version for students who need reduced reading volume while preserving the same central topic, evidence categories, and writing purpose. Access can vary without changing the core lesson goal; however, the assigned product should match the evidence available in the selected version.

The Pilgrims Chose Plymouth – Low Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1A

THE PILGRIMS CHOSE PLYMOUTH

Module 1 / LOW STAMINA

Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 9 beats across 3 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 2
Paragraph 2	Beats 3 through 6
Paragraph 3	Beats 7 through 9

Establishes the essential historical and geographic framework: the Pilgrims seek a place to live freely, identify resources at Plymouth, respond to the approach of winter, and begin a new colony.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 1; brief first read followed by partner rereading

Informational historical text / chronological explanation with cause-and-effect relationships

124 total words; 87 unique words

9 punctuation-defined sentences; 3 source paragraphs

13.8 words average; 27 words longest sentence

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

1 syllable: 84 (67.7%); 2 syllables: 33 (26.6%); 3+ syllables: 7 (5.6%)

7 occurrences; 7 unique forms; 5.6% of passage words

6.2 - corroborating formula only; not a placement decision

1.0-1.2 minutes at 100-120 wpm; Module 1 foundational first read and brief supported response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderate	The purpose is explicit: explain why the Pilgrims selected Plymouth and how the location supported settlement.
Text Structure / Cohesion	Moderately Low	Three chronological paragraphs move from voyage, to site selection, to urgent shelter building.
Language / Vocabulary Demand	Moderate	Mostly literal language is combined with historical and geographic terms such as Pilgrims, Atlantic Ocean, harbor, shelters, and colony.
Knowledge Demand	Moderate	Students need basic understanding of ocean travel, settlement, natural resources, winter conditions, and colonies.
Reader / Task Demand	Moderate	The short text is accessible, but students must combine several resource details to explain why Plymouth was suitable.

The Pilgrims Chose Plymouth – Low Stamina Linguistic and Instructional Evidence

Passage 1A | Module 1 / Low Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	beliefs, explored, possible, quickly, constructing, gathering, settled
Historical / Geographic Vocabulary	Pilgrims, Atlantic Ocean, North America, Plymouth, harbor, crops, colony
Three-or-More-Syllable Examples	Atlantic, America, area, possible, constructing, gathering, colony
Morphology	travel -> travelers; construct -> constructing; gather -> gathering; settle -> settled; free -> freely
Spelling / Orthographic Patterns	vowel teams in sea and trees; r-controlled patterns in forests and harbor; blends in Plymouth, fresh, crops; suffixes -ed, -ing, and -ly

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Opening Sentence	The 27-word opening sentence combines date, people, movement, purpose, and destination, creating the main syntactic bottleneck.
Chronology	After many weeks, Winter was coming, and Soon guide the reader through time.
Cause and Effect	Forests, water, cropland, and a harbor are presented as reasons the site could support settlement.
Cohesion	Pilgrims, Plymouth, land, homes, and build recur across the three paragraphs and keep the topic stable.
Evidence Distance	Most evidence is local, but a complete explanation requires details from paragraphs 1-3.
Punctuation / Sentence Variation	Primarily conventional declarative sentences with one long complex opening and several shorter explanatory statements.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Freedom, forests, building materials, fresh water, cropland, harbor safety, winter urgency, and shelter construction.
Inferential Opportunities	Why those resources made Plymouth a practical choice and why winter changed the settlers' priorities.
Cross-Paragraph Evidence	Students connect the reason for the voyage in paragraph 1 with location evidence in paragraph 2 and action in paragraph 3.
Author's Craft / Structure	Concise chronology and a resource list allow students to study how informational writers organize reasons.
Writing Value	Strong for a brief evidence-based explanation of why Plymouth was selected.

The Pilgrims Chose Plymouth – Low Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Meaning / Purpose	Religious freedom	“practice their beliefs freely”	¶1, Beat 1	Establishes the reason the travelers sought a new place.
Geography	Building resources	“forests filled with tall trees”	¶2, Beat 4	Shows how the natural environment could meet immediate settlement needs.
Natural Resources	Water and farmland	“fresh water and land where crops could be planted”	¶2, Beat 5	Provides two distinct forms of survival evidence.
Transportation	Safe harbor	“anchor safely”	¶2, Beat 6	Links a geographic feature to safe arrival and access.
Cause / Effect	Winter urgency	“needed to begin building shelters quickly”	¶3, Beat 7	Requires students to connect weather with action.
Outcome	Settlement	“settled and built their new colony”	¶3, Beat 9	States the result of the selection and construction decisions.

F. Teacher-Facing Instructional Guidance

- Preview a simple map showing England, the Atlantic Ocean, North America, and Plymouth.
- Color-code the four location supports: forests, fresh water, cropland, and harbor.
- Model a because sentence that connects one resource to one settler need.
- Ask students to distinguish the Pilgrims’ long-term goal from their immediate winter problem.
- Use a brief evidence response requiring at least two details from different sentences.

G. Formal Placement Rationale

The Pilgrims Chose Plymouth – Medium Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1B	THE PILGRIMS CHOSE PLYMOUTH	Module 2 / MEDIUM STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 31 beats across 10 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 9
Paragraph 3	Beats 10 through 11
Paragraph 4	Beats 12 through 15
Paragraph 5	Beats 16 through 17
Paragraph 6	Beats 18 through 21
Paragraph 7	Beats 22 through 25
Paragraph 8	Beats 26 through 27
Paragraph 9	Beats 28 through 30
Paragraph 10	Beat 31

Expands the shared framework with the Mayflower, crowded travel conditions, approaching winter, unloading supplies, cooperation, Native American assistance, and the gradual strengthening of Plymouth.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 2; partner or teacher-supported reading with section stops

Informational historical text / chronological sequence with repeated cause-and-effect explanations

381 total words; 195 unique words

31 punctuation-defined sentences; 10 source paragraphs

12.3 words average; 22 words longest sentence

8 sentences of 15+ words; 3 of 20+ words; 0 of 25+ words

1 syllable: 247 (64.8%); 2 syllables: 104 (27.3%); 3+ syllables: 30 (7.9%)

30 occurrences; 24 unique forms; 7.9% of passage words

6.3 - corroborating formula only; not a placement decision

3.2-3.8 minutes at 100-120 wpm; Module 2 sectioned reading and multi-sentence evidence response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderate	The central purpose remains explicit, but students must integrate voyage, environment, cooperation, and adaptation.
Text Structure / Cohesion	Moderate	Ten paragraphs follow voyage, arrival, site selection, winter hardship, spring assistance, and colony growth.
Language / Vocabulary Demand	Moderately High	The passage adds Mayflower, passengers, uncomfortable, supplies, temperatures, cooperate, environment, and settlements.
Knowledge Demand	Moderately High	Students coordinate historical, geographic, seasonal, agricultural, and community knowledge.
Reader / Task Demand	Moderately High	The volume triples, and evidence for survival is distributed across several stages of the account.

The Pilgrims Chose Plymouth – Medium Stamina Linguistic and Instructional Evidence

Passage 1B | Module 2 / Medium Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	difficult, uncomfortable, continued, eventually, unloaded, supplies, temperatures, important, cooperate, environment
Historical / Geographic Vocabulary	Pilgrims, Mayflower, Plymouth, harbor, settlers, colony, Native Americans, New England
Three-or-More-Syllable Examples	Atlantic, passengers, Mayflower, uncomfortable, eventually, temperatures, cooperate, Americans, environment, settlements
Morphology	settle -> settlers / settled / settlements; comfort -> uncomfortable; cooperate; environment; build -> building
Spelling / Orthographic Patterns	prefix un-; suffixes -able, -ment, -tion, -er, -ed, -ing; vowel teams in reached and sea; r-controlled forms in harbor and winter

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Chronological Phases	The text moves through voyage, arrival, exploration, unloading, winter, cooperation, spring, and growth.
Causal Connectives	Even though, so, because, if, when, and while make relationships explicit.
Sentence Length	Average sentence length is 12.3 words; three sentences contain 20 or more words.
Contrast	Winter hardship is contrasted with spring assistance and later growth.
Cohesion	Repeated terms such as Pilgrims, settlers, Plymouth, colony, winter, crops, and supplies maintain continuity.
Evidence Distance	A complete survival explanation requires evidence from the voyage, settlement, winter, and spring sections.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Storms, crowded conditions, fresh water, forests, soil, harbor, supplies, shelter, shared jobs, crops, fishing, and hunting.
Inferential Opportunities	Why cooperation mattered, why the harbor reduced risk, and why spring knowledge changed the colony's prospects.
Cross-Paragraph Evidence	Students connect travel hardship, location advantages, community responsibilities, and Native American assistance.
Author's Craft / Structure	The passage uses seasonal sequencing and repeated cause/effect statements to show change over time.
Writing Value	Supports a multi-sentence response using two or more categories of evidence.

The Pilgrims Chose Plymouth – Medium Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Stamina / Context	Voyage hardship	“long and difficult”	¶1, Beat 3	Introduces sustained travel as the first challenge.
Setting	Crowded ship	“crowded with men, women, and children”	¶2, Beat 6	Adds concrete living-condition evidence.
Cause / Effect	Approaching winter	“needed to find a place to settle quickly”	¶3, Beat 11	Connects weather to urgency and decision making.
Geography	Harbor and supplies	“helped ships stay safe while supplies were unloaded”	¶5, Beat 16	Explains how a geographic feature supported settlement.
Community	Cooperation	“needed to cooperate if they wanted the colony to survive”	¶7, Beat 25	States a central survival relationship.
Adaptation	New knowledge	“helped the Pilgrims learn how to grow crops”	¶8, Beat 26	Shows how assistance and learning improved survival.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into five phases: voyage, arrival, winter, cooperation, and spring growth.
- Preview Mayflower, passengers, supplies, temperatures, cooperate, and environment.
- Use a challenge / response / result organizer to keep evidence categories distinct.
- Compare winter and spring to show how conditions and available knowledge change.
- Require at least two pieces of evidence and one sentence explaining how they work together.

G. Formal Placement Rationale

The Pilgrims Chose Plymouth – High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1C	THE PILGRIMS CHOSE PLYMOUTH	Module 3 / HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 49 beats across 16 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 3
Paragraph 2	Beats 4 through 7
Paragraph 3	Beats 8 through 10
Paragraph 4	Beats 11 through 14
Paragraph 5	Beats 15 through 16
Paragraph 6	Beats 17 through 20
Paragraph 7	Beats 21 through 23
Paragraph 8	Beats 24 through 26
Paragraph 9	Beats 27 through 29
Paragraph 10	Beats 30 through 32
Paragraph 11	Beats 33 through 35
Paragraph 12	Beats 36 through 38
Paragraph 13	Beats 39 through 40
Paragraph 14	Beats 41 through 43
Paragraph 15	Beats 44 through 47
Paragraph 16	Beats 48 through 49

Develops a fuller historical explanation of freedom, the Mayflower voyage, storms, food limits, winter illness, loss, Native American knowledge, agriculture, travel, trade, natural resources, and colony success.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 3; guided reading in purposeful sections with annotation

Informational historical text / extended chronology with cause-and-effect and explanatory description

532 total words; 278 unique words

49 punctuation-defined sentences; 16 source paragraphs

10.9 words average; 27 words longest sentence

7 sentences of 15+ words; 2 of 20+ words; 1 of 25+ words

1 syllable: 327 (61.5%); 2 syllables: 149 (28.0%); 3+ syllables: 56 (10.5%)

56 occurrences; 39 unique forms; 10.5% of passage words

6.6 - corroborating formula only; not a placement decision

4.4-5.3 minutes at 100-120 wpm; Module 3 extended close reading and multi-evidence response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderately High	The text explains survival while also developing broader ideas about freedom, determination, teamwork, and environmental support.
Text Structure / Cohesion	Moderately High	Sixteen paragraphs organize several linked phases and conclude with a synthesized explanation of colony success.
Language / Vocabulary Demand	Moderately High	Vocabulary expands to voyage, course, responsibilities, hardships, survival, settlements, constructed, community, determination, and resources.
Knowledge Demand	High	Students integrate migration, maritime travel, seasonal hardship, agriculture, trade, settlement, and natural-resource knowledge.
Reader / Task Demand	High	Students track evidence across distant paragraphs, distinguish challenge from support, and select the strongest details for writing.

The Pilgrims Chose Plymouth – High Stamina Linguistic and Instructional Evidence

Passage 1C | Module 3 / High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	freedom, community, protect, responsibilities, hardships, environment, survival, important, constructed, determination
Historical / Geographic Vocabulary	Mayflower, voyage, passengers, Plymouth, harbor, settlers, Native Americans, settlements, trade, colony
Three-or-More-Syllable Examples	Atlantic, community, according, Mayflower, passengers, including, provided, unloaded, temperatures, responsibilities, environment
Morphology	responsible -> responsibilities; determine -> determination; construct -> constructed; survive -> survival; settle -> settlers / settlements
Spelling / Orthographic Patterns	derivational suffixes -ity, -tion, -ment, -al; inflectional -ed and -ing; possessive colony's and Pilgrims'

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Extended Organization	The passage spans 16 paragraphs and six major phases: purpose, voyage, site selection, winter, spring recovery, and growth.
Cause and Effect	Because, so, while, as, and during signal relationships among weather, food, illness, work, and survival.
Sentence Pattern	Many short explanatory sentences lower mean sentence length while increasing the number of ideas students must retain.
Generalization and Support	Paragraph 15 states a general claim about the environment and follows it with wood, travel/trade, and soil evidence.
Cohesion	Repeated survival, colony, environment, crops, families, and resources connect distant sections.
Evidence Distance	The final conclusion requires students to retrieve details from the voyage, winter, spring, agriculture, and resource sections.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Freedom, storm danger, food preservation, site resources, winter illness, shared work, crops, travel, trade, and construction.
Inferential Opportunities	How resource access, knowledge, cooperation, and determination combined to support colony survival.
Cross-Paragraph Evidence	Evidence must be grouped across several distant sections rather than copied from one paragraph.
Author's Craft / Structure	A broad claim followed by category-specific evidence models informational paragraph development.
Writing Value	Rich enough for an extended response with several reasons and evidence categories.

The Pilgrims Chose Plymouth – High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Purpose	Freedom	“They left England because they wanted more freedom.”	¶1, Beat 2	Connects migration to a stated motivation.
Voyage	Storm danger	“pushed the Mayflower off course several times”	¶3, Beat 9	Adds a concrete obstacle beyond general discomfort.
Survival	Limited provisions	“protect their food and water”	¶4, Beat 14	Shows planning under uncertainty.
Hardship	Human loss	“Some families lost loved ones”	¶10, Beat 31	Raises the historical and emotional stakes.
Adaptation	Survival knowledge	“learn important survival skills”	¶11, Beat 34	Links learning to improved outcomes.
Resources	Travel and trade	“Rivers and harbors supported travel and trade.”	¶15, Beat 46	Supports the larger claim about environmental success factors.

F. Teacher-Facing Instructional Guidance

- Divide the passage into labeled sections and assign a purpose for each rereading.
- Use a four-column chart: challenge, resource or help, settler response, result.
- Preview responsibilities, hardships, environment, survival, constructed, and determination through morphology.
- Model how paragraph 15 moves from a general statement to three supporting details.

- Use an extended response requiring evidence from at least three different sections.

G. Formal Placement Rationale

The Pilgrims Chose Plymouth – Very High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 1D	THE PILGRIMS CHOSE PLYMOUTH	Module 4 / VERY HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 58 beats across 23 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 2
Paragraph 2	Beats 3 through 5
Paragraph 3	Beats 6 through 9
Paragraph 4	Beats 10 through 13
Paragraph 5	Beat 14
Paragraph 6	Beats 15 through 17
Paragraph 7	Beats 18 through 19
Paragraph 8	Beats 20 through 22
Paragraph 9	Beats 23 through 24
Paragraph 10	Beats 25 through 27
Paragraph 11	Beats 28 through 30
Paragraph 12	Beats 31 through 32
Paragraph 13	Beats 33 through 35
Paragraph 14	Beats 36 through 39
Paragraph 15	Beats 40 through 42
Paragraph 16	Beats 43 through 44
Paragraph 17	Beats 45 through 46
Paragraph 18	Beats 47 through 48
Paragraph 19	Beats 49 through 50
Paragraph 20	Beats 51 through 52
Paragraph 21	Beats 53 through 54
Paragraph 22	Beats 55 through 56
Paragraph 23	Beats 57 through 58

Presents the fullest account of the voyage and settlement by adding Massachusetts, streams, construction, disease spread, crop variety, harvesting, exchange, religion, continuing challenges, adaptation, and historical significance.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 4; chunked close reading with teacher modeling and independent evidence retrieval

Extended informational historical text / chronology, cause-and-effect, and thematic synthesis

616 total words; 310 unique words

58 punctuation-defined sentences; 23 source paragraphs

10.6 words average; 27 words longest sentence

9 sentences of 15+ words; 3 of 20+ words; 1 of 25+ words

1 syllable: 343 (55.7%); 2 syllables: 198 (32.1%); 3+ syllables: 75 (12.2%)

75 occurrences; 51 unique forms; 12.2% of passage words

7.3 - corroborating formula only; not a placement decision

5.1-6.2 minutes at 100-120 wpm; Module 4 whole-text synthesis and extended written explanation

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	High	The explicit historical account supports a broader conclusion about adaptation through teamwork, resources, and hard work.
Text Structure / Cohesion	High	Twenty-three paragraphs incorporate voyage, location, construction, hardship, agriculture, trade, religion, and historical reflection.
Language / Vocabulary Demand	High	The highest lexical density includes Massachusetts, resources, construction, diseases, responsibilities, harvesting, exchange, religion, and determination.
Knowledge Demand	High	Students coordinate geography, history, agriculture, transportation, trade, community roles, religion, and environmental adaptation.
Reader / Task Demand	High	The passage requires sustained attention and whole-text synthesis across widely separated evidence locations.

The Pilgrims Chose Plymouth – Very High Stamina Linguistic and Instructional Evidence

Passage 1D | Module 4 / Very High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	conditions, resources, construction, responsibilities, exchange, religion, challenges, determination, adapted, environment
Historical / Geographic Vocabulary	Mayflower, Massachusetts, Plymouth, harbors, colony, Native Americans, wheat, barley, settlements
Three-or-More-Syllable Examples	Atlantic, community, Mayflower, passengers, uncomfortable, Massachusetts, resources, construction, responsibilities, harvesting
Morphology	construct -> construction / constructed; responsible -> responsibilities; determine -> determination; adapt -> adapted; settle -> settlers / settlements
Spelling / Orthographic Patterns	hyphenated present-day; derivational -tion, -ity, -ment; plural changes in responsibilities and colonies; vowel and r-controlled patterns in harvests, forests, and barley

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Paragraph Span	Twenty-three paragraphs require students to maintain a coherent model over many short information units.
Multiple Subtopics	The account adds disease, harvesting, trade, religion, poor harvests, and historical significance.
Causal Networks	Weather, crowding, food, disease, resources, cooperation, and knowledge interact rather than form one simple chain.
Sentence Pattern	Short explanatory sentences support decoding, but the cumulative idea load remains high.
Cohesion	Recurring Pilgrims, settlers, colony, resources, winter, crops, and work link the sections.
Synthesis	The closing conclusion requires evidence from throughout the passage, not only the final paragraph.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Massachusetts, forests, streams, soil, shelters, disease, responsibilities, crops, trade, religion, poor harvests, and persistence.
Inferential Opportunities	How geographic advantages and human cooperation offset environmental and health challenges.
Cross-Paragraph Evidence	Students categorize evidence under hardship, resource, cooperation, adaptation, and growth.
Author's Craft / Structure	The conclusion compresses several recurring categories into one statement about adaptation.
Writing Value	Best version for whole-text synthesis and an extended response with a central idea and multiple categories of support.

The Pilgrims Chose Plymouth – Very High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Geography	Precise location	“near present-day Massachusetts”	¶6, Beat 16	Adds geographic specificity and historical context.
Resources	Survival support	“These natural resources would help the settlers survive.”	¶7, Beat 19	States the link that later details develop.
Health	Disease spread	“Crowded living spaces caused diseases to spread quickly.”	¶12, Beat 32	Introduces a clear environmental-health cause/effect relationship.
Community	Shared responsibility	“responsibilities that helped the colony survive”	¶13, Beat 35	Links individual roles to collective outcomes.
Economics	Exchange	“Trade helped colonies exchange supplies and food.”	¶18, Beat 48	Adds economic connection to the survival model.
Synthesis	Adaptation	“adapted to a new environment using teamwork, natural resources, and hard work”	¶23, Beat 58	Requires students to connect three major evidence categories.

F. Teacher-Facing Instructional Guidance

- Chunk the text into voyage, site, winter, cooperation, agriculture, trade/religion, and legacy sections.
- Use a visible knowledge map linking environment, human response, and outcome.

- Preview multisyllabic terms through roots and suffixes before the first independent reread.
- Require students to sort evidence into hardship, resource, cooperation, adaptation, and growth.
- Use oral rehearsal and a multi-category organizer before the extended response.

G. Formal Placement Rationale

Life Along the Nile River – Low Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2A	LIFE ALONG THE NILE RIVER	Module 1 / LOW STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 9 beats across 4 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 2
Paragraph 2	Beats 3 through 5
Paragraph 3	Beats 6 through 8
Paragraph 4	Beat 9

Establishes the core geography-to-civilization chain: dry desert, annual Nile flooding, rich soil, crops, fish, water, transportation, and the growth of communities along the river.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 1; brief first read with map and flood-cycle support

Informational geographic and historical text / cause-and-effect explanation

132 total words; 87 unique words

9 punctuation-defined sentences; 4 source paragraphs

14.7 words average; 24 words longest sentence

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

1 syllable: 92 (69.7%); 2 syllables: 35 (26.5%); 3+ syllables: 5 (3.8%)

5 occurrences; 5 unique forms; 3.8% of passage words

6.0 - corroborating formula only; not a placement decision

1.1-1.3 minutes at 100-120 wpm; Module 1 foundational first read and brief supported response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderate	The explicit purpose is to explain why the Nile became the center of daily life in ancient Egypt.
Text Structure / Cohesion	Moderately Low	Four paragraphs move from environmental problem, to flooding, to resources and transportation, to settlement growth.
Language / Vocabulary Demand	Moderate	Most language is literal, but ancient Egypt, Nile River, floodwaters, riverbanks, wheat, and barley require domain knowledge.
Knowledge Demand	Moderately High	Students must understand desert conditions, flooding, soil fertility, farming, transportation, and settlement.
Reader / Task Demand	Moderate	The passage is short, but a complete explanation requires connecting several geographic benefits.

Life Along the Nile River – Low Stamina Linguistic and Instructional Evidence

Passage 2A | Module 1 / Low Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	covered, provided, carrying, center, daily, grew
Geographic / Historical Vocabulary	ancient Egypt, Nile River, desert, banks, floodwaters, riverbanks, wheat, barley
Three-or-More-Syllable Examples	animals, floodwaters, provided, carrying, riverbanks
Morphology	farm -> farmers / farming; flood -> floodwaters; river -> riverbanks; grow -> growing / grew
Spelling / Orthographic Patterns	compound words floodwaters and riverbanks; vowel teams in wheat and soil; r-controlled patterns in river and farming

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Cause-and-Effect Structure	Dry desert conditions establish a problem; the river and flooding provide the solution.
Flood Sequence	The river rises, spills over its banks, goes down, and leaves rich soil.
Sentence Length	Average sentence length is 14.7 words; the final sentence contains 24 words.
Cohesion	Nile, river, soil, crops, water, and ancient Egypt recur throughout the short text.
Evidence Distance	Students combine benefits from paragraphs 2-4 to explain the river's importance.
Parallel Resource List	Food, drinking water, farming water, transportation, and settlement are presented as connected benefits.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Dry land, flooding, rich soil, wheat, barley, fish, water, boats, people, goods, towns, and cities.
Inferential Opportunities	Why most people settled near the Nile and why the river could support civilization in a desert.
Cross-Paragraph Evidence	Environmental evidence in paragraph 1 connects to river processes in paragraph 2 and human activity in paragraphs 3-4.
Author's Craft / Structure	A clear problem-resource-result structure models geographic explanation.
Writing Value	Strong for a brief response explaining how the Nile supported daily life.

Life Along the Nile River – Low Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Environment	Dry desert	“the land was too dry to grow crops”	¶1, Beat 2	Establishes the environmental limitation.
Process	Annual flooding	“rise and spill over its banks”	¶2, Beat 4	Identifies the recurring river process.
Agriculture	Rich soil	“dark, rich soil that was good for growing plants”	¶2, Beat 5	Connects flooding to farming.
Resources	Food and water	“fish to eat and water for drinking and farming”	¶3, Beat 7	Adds several daily-life benefits.
Transportation	Movement	“carrying people and goods”	¶3, Beat 8	Shows the river as a travel route.
Settlement	Daily-life center	“the center of daily life”	¶4, Beat 9	States the larger result of the preceding evidence.

F. Teacher-Facing Instructional Guidance

- Use a map of Egypt and highlight the river against the surrounding desert.
- Teach the flood cycle with a four-step visual: rise, overflow, recede, plant.
- Color-code benefits as food, water, farming, transportation, and settlement.
- Model how one geographic feature can create several human advantages.
- Use a brief response requiring two benefits and an explanation of why they mattered.

G. Formal Placement Rationale

Life Along the Nile River – Medium Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2B	LIFE ALONG THE NILE RIVER	Module 2 / MEDIUM STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 27 beats across 10 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 3
Paragraph 2	Beats 4 through 6
Paragraph 3	Beats 7 through 9
Paragraph 4	Beats 10 through 12
Paragraph 5	Beats 13 through 15
Paragraph 6	Beats 16 through 18
Paragraph 7	Beats 19 through 20
Paragraph 8	Beats 21 through 23
Paragraph 9	Beats 24 through 25
Paragraph 10	Beats 26 through 27

Expands the Nile framework with distance from water, yearly flood importance, vegetables and fruit, fishing, family work, boat transport, trade, merchants, communities, and civilization growth.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 2; teacher-supported or partner reading with cause/effect annotation

Informational geographic and historical text / extended cause-and-effect explanation

333 total words; 163 unique words

27 punctuation-defined sentences; 10 source paragraphs

12.3 words average; 18 words longest sentence

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

1 syllable: 206 (61.9%); 2 syllables: 98 (29.4%); 3+ syllables: 29 (8.7%)

29 occurrences; 19 unique forms; 8.7% of passage words

6.8 - corroborating formula only; not a placement decision

2.8-3.3 minutes at 100-120 wpm; Module 2 sectioned reading and multi-sentence evidence response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderate	The passage explains how one river supported food, work, transportation, trade, settlement, and civilization.
Text Structure / Cohesion	Moderate	Ten paragraphs move from desert conditions and flooding to farming, fishing, transportation, trade, and historical significance.
Language / Vocabulary Demand	Moderately High	Vocabulary adds yearly, important, vegetables, fishermen, transportation, merchants, communities, resources, and civilizations.
Knowledge Demand	Moderately High	Students integrate environmental, agricultural, economic, and settlement knowledge.
Reader / Task Demand	Moderately High	The text more than doubles in length and distributes evidence across several human activities.

Life Along the Nile River – Medium Stamina Linguistic and Instructional Evidence

Passage 2B | Module 2 / Medium Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	difficult, important, depended, support, transportation, exchange, resources, survive
Geographic / Historical Vocabulary	ancient Egypt, Nile River, floodwaters, riverbanks, merchants, cities, civilizations
Three-or-More-Syllable Examples	animals, difficult, floodwaters, important, vegetables, riverbanks, community, fishermen, transportation, communities
Morphology	depend -> depended; transport -> transportation; civilize -> civilization; fish -> fishing / fishermen; community -> communities
Spelling / Orthographic Patterns	plural changes in cities and communities; suffixes -ation, -ity, -ment; compounds floodwaters and riverbanks

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Chronological / Explanatory Flow	The text begins with environmental conditions and then adds one human-use category at a time.
Cause and Effect	Because and without make the relationship between scarce water and river settlement explicit.
Parallelism	Farmers depended, fishermen depended, and traders depended create a memorable summary pattern.
Sentence Length	Average sentence length is 12.3 words; no sentence exceeds 18 words.
Cohesion	River, Nile, water, crops, people, and ancient Egypt repeat while new categories are added.
Evidence Distance	A full explanation requires evidence from agriculture, fishing, transportation, trade, and settlement sections.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Water scarcity, flood soil, crops, vegetables, fruit, fish, family work, boats, materials, towns, merchants, and trade.
Inferential Opportunities	Why river travel was easier, why communities clustered near the Nile, and how trade strengthened civilization.
Cross-Paragraph Evidence	Students connect natural processes to several types of work and community development.
Author's Craft / Structure	Repeated sentence frames emphasize that different groups depended on different river benefits.
Writing Value	Supports a multi-reason response organized by food, transportation, and trade.

Life Along the Nile River – Medium Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Settlement	Water scarcity	“water was difficult to find”	¶1, Beat 3	Explains why people avoided locations far from the river.
Agriculture	Flood importance	“farmers would not have been able to grow enough food”	¶3, Beat 8	Connects river flooding to food supply.
Food	Crop variety	“vegetables and fruits near the riverbanks”	¶4, Beat 11	Expands the agricultural evidence.
Transportation	Easier travel	“crossing the hot desert by foot was difficult”	¶6, Beat 18	Creates a direct contrast between river and desert travel.
Economics	Trade	“move goods between cities”	¶8, Beat 22	Shows how the river linked communities economically.
Significance	Civilization growth	“civilizations survive and grow”	¶10, Beat 27	States the larger historical result.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into environment, food, transportation, trade, and significance.
- Preview transportation, merchants, communities, resources, and civilizations.
- Use a web organizer with the Nile at the center and one branch for each benefit.
- Highlight the repeated depended structure and connect each group to its river use.
- Require a response organized around at least three different benefit categories.

G. Formal Placement Rationale

Life Along the Nile River – High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2C	LIFE ALONG THE NILE RIVER	Module 3 / HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 44 beats across 17 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 3
Paragraph 2	Beats 4 through 6
Paragraph 3	Beats 7 through 9
Paragraph 4	Beats 10 through 12
Paragraph 5	Beats 13 through 15
Paragraph 6	Beats 16 through 18
Paragraph 7	Beats 19 through 21
Paragraph 8	Beats 22 through 24
Paragraph 9	Beats 25 through 26
Paragraph 10	Beats 27 through 29
Paragraph 11	Beats 30 through 31
Paragraph 12	Beats 32 through 33
Paragraph 13	Beats 34 through 35
Paragraph 14	Beats 36 through 37
Paragraph 15	Beats 38 through 39
Paragraph 16	Beats 40 through 42
Paragraph 17	Beats 43 through 44

Adds the predictable flood pattern, agricultural planning, harvest, river travel, trade centers, job specialization, natural resources, city growth, and the historical interpretation that geography shaped civilization.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 3; guided close reading with paragraph-based evidence collection

Extended informational geographic-historical text / cause-and-effect, sequence, and classification

477 total words; 202 unique words

44 punctuation-defined sentences; 17 source paragraphs

10.8 words average; 18 words longest sentence

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

1 syllable: 279 (58.5%); 2 syllables: 149 (31.2%); 3+ syllables: 49 (10.3%)

49 occurrences; 32 unique forms; 10.3% of passage words

6.9 - corroborating formula only; not a placement decision

4.0-4.8 minutes at 100-120 wpm; Module 3 extended close reading and multi-evidence response

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	Moderately High	The text moves beyond listing benefits to explain how geography influenced settlement, jobs, trade, and civilization.
Text Structure / Cohesion	Moderately High	Seventeen paragraphs combine flood sequence, cause/effect, category development, and a historical conclusion.
Language / Vocabulary Demand	Moderately High	The passage adds flooding, pattern, transported, connected, influenced, resources, civilization, survival, historians, and geography.
Knowledge Demand	High	Students coordinate geography, agriculture, seasonal planning, transportation, economics, work roles, and historical analysis.
Reader / Task Demand	High	Students sustain comprehension across 17 paragraphs and synthesize evidence from multiple categories.

Life Along the Nile River – High Stamina Linguistic and Instructional Evidence

Passage 2C | Module 3 / High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	pattern, planned, throughout, transported, connected, exchanged, influenced, resources, survival, successful
Geographic / Historical Vocabulary	ancient Egypt, Nile River, floodwaters, riverbanks, merchants, civilization, historians, geography
Three-or-More-Syllable Examples	important, floodwaters, Egyptians, vegetables, riverbanks, transported, connected, communities, influenced, civilization
Morphology	transport -> transported / transportation; influence -> influenced; civilize -> civilization; history -> historians; geography -> geographic
Spelling / Orthographic Patterns	suffixes -tion, -ian, -er, -ed; multisyllabic vowel patterns in civilization and geography; compounds riverbanks and floodwaters

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Flood-Cycle Sequence	Readers track the recurring pattern from rising water to receding water to planting.
Category Expansion	Separate paragraphs develop farming, fishing, travel, trade, settlement, jobs, and resources.
Sentence Pattern	Mean sentence length falls to 10.8 words, but the number of sentences and concepts increases.
Cause and Effect	Because, without, and helped explicitly link the river to human outcomes.
Cohesion	Repeated river, Nile, depended, provided, and ancient Egypt connect the expanding categories.
Historical Interpretation	The final paragraph asks students to move from facts about the river to an idea about geography and civilization.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Flood timing, planting, crops, fishing, harvest, boats, goods, trade, towns, jobs, resources, cities, and temples.
Inferential Opportunities	How predictable flooding supported planning and why diverse jobs indicate a more complex civilization.
Cross-Paragraph Evidence	Students collect evidence from environmental process, economic activity, settlement, and job specialization.
Author's Craft / Structure	The text uses repeated category paragraphs before moving to a broad historical interpretation.
Writing Value	Supports an extended explanation of how geography shaped several parts of ancient Egyptian life.

Life Along the Nile River – High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Planning	Flood pattern	“planned their farming around the river”	¶4, Beat 11	Shows that predictable geography affected human decisions.
Agriculture	Soil advantage	“crops grow better than crops in the dry desert”	¶7, Beat 21	Creates a clear environmental comparison.
Connection	Linked places	“connected villages, towns, and cities”	¶9, Beat 26	Shows geographic integration across settlements.
Work	Job specialization	“influenced jobs in ancient Egypt”	¶12, Beat 32	Expands the impact beyond farming.
Central Idea	Daily-life influence	“The environment shaped daily life”	¶15, Beat 38	States a generalization supported by earlier details.
Historical Thinking	Geography and civilization	“how geography influenced ancient civilizations”	¶17, Beat 43	Requires synthesis and transfer to a broader historical concept.

F. Teacher-Facing Instructional Guidance

- Use a flood-cycle diagram before asking students to explain agricultural planning.
- Organize evidence under environment, food, transportation, economics, jobs, and settlement.
- Preview transported, connected, influenced, resources, civilization, historians, and geography.
- Contrast a specific fact with a general conclusion about geography.
- Require evidence from at least three categories and one sentence explaining their combined effect.

Life Along the Nile River – Very High Stamina Report

Grade 3 informational text | Teacher-facing text complexity evidentiary profile

Passage 2D	LIFE ALONG THE NILE RIVER	Module 4 / VERY HIGH STAMINA
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Beat Breakdown, Paragraph by Paragraph

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage holds 58 beats across 26 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 3
Paragraph 2	Beats 4 through 5
Paragraph 3	Beats 6 through 7
Paragraph 4	Beats 8 through 9
Paragraph 5	Beats 10 through 12
Paragraph 6	Beats 13 through 14
Paragraph 7	Beats 15 through 17
Paragraph 8	Beats 18 through 19
Paragraph 9	Beats 20 through 22
Paragraph 10	Beats 23 through 25
Paragraph 11	Beats 26 through 27
Paragraph 12	Beats 28 through 29
Paragraph 13	Beats 30 through 31
Paragraph 14	Beats 32 through 33
Paragraph 15	Beats 34 through 35
Paragraph 16	Beats 36 through 37
Paragraph 17	Beats 38 through 39
Paragraph 18	Beats 40 through 41
Paragraph 19	Beats 42 through 45
Paragraph 20	Beats 46 through 47
Paragraph 21	Beats 48 through 49
Paragraph 22	Beats 50 through 51
Paragraph 23	Beats 52 through 53
Paragraph 24	Beat 54
Paragraph 25	Beats 55 through 56
Paragraph 26	Beats 57 through 58

Presents the fullest geography-and-civilization explanation by adding the Mediterranean Sea, fertility, flax, planting and harvesting, construction materials, regional trade, religion, mud-brick homes, children's chores, river-valley

civilization, and geographic interpretation.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; Module 4; chunked close reading with increasingly independent synthesis

Extended informational geographic-historical text / sequence, cause-and-effect, classification, and synthesis

627 total words; 246 unique words

58 punctuation-defined sentences; 26 source paragraphs

10.8 words average; 19 words longest sentence

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

1 syllable: 344 (54.9%); 2 syllables: 211 (33.7%); 3+ syllables: 72 (11.5%)

72 occurrences; 43 unique forms; 11.5% of passage words

7.6 - corroborating formula only; not a placement decision

5.2-6.3 minutes at 100-120 wpm; Module 4 whole-text synthesis and extended written explanation

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / Purpose	High	The text develops the broad idea that the Nile shaped nearly every part of life and enabled a river-valley civilization to grow.
Text Structure / Cohesion	High	Twenty-six paragraphs add interconnected categories while maintaining a clear environmental-to-human-outcome framework.
Language / Vocabulary Demand	High	The highest lexical load includes Mediterranean, fertile, regular, transportation, populations, construction, regions, religion, civilization, and geography.
Knowledge Demand	High	Students integrate physical geography, agriculture, resources, economics, construction, religion, family life, and civilization development.
Reader / Task Demand	High	Students maintain coherence across 26 paragraphs and synthesize evidence from the entire text.

Life Along the Nile River – Very High Stamina Linguistic and Instructional Evidence

Passage 2D | Module 4 / Very High Stamina

C. Word-Level, Spelling, Vocabulary, and Morphology Evidence

WORD-LEVEL DIMENSION	PASSAGE EVIDENCE
Tier 2 Academic Vocabulary	environment, fertile, regular, activity, transportation, populations, influenced, materials, construction, regions, recognize
Geographic / Historical Vocabulary	Mediterranean Sea, ancient Egypt, flood cycle, flax, pyramids, mud bricks, river valley civilizations, historians, geography
Three-or-More-Syllable Examples	Mediterranean, environment, floodwaters, riverbanks, transportation, populations, construction, religion, civilization, geography
Morphology	fertile -> fertility; transport -> transportation; construct -> construction; populate -> populations; civilize -> civilization; history -> historians
Spelling / Orthographic Patterns	complex suffixes -ation, -ity, -ian; compounds riverbanks and floodwaters; vowel patterns in Mediterranean, pyramids, and geography

D. Sentence, Cohesion, and Informational-Structure Demands

FEATURE	ANALYSIS
Paragraph Span	Twenty-six short paragraphs create accessible units but require long-range retention.
Multiple Systems	The passage links flooding, farming, fishing, transportation, trade, construction, religion, homes, work, and urban growth.
Sentence Pattern	Average sentence length remains 10.8 words; no sentence exceeds 19 words, so linguistic accessibility supports stamina.
Causal Networks	The river affects land, food, travel, jobs, building, belief, and settlement through several related pathways.
Cohesion	Nile, river, ancient Egypt, depended, provided, transportation, and communities connect the many sections.
Synthesis	The final paragraphs require students to generalize from many concrete details to the idea that geography shapes civilization.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit Evidence Opportunities	Mediterranean location, flood cycle, fertile soil, flax, fishing, harvest, boats, materials, trade, religion, homes, chores, and cities.
Inferential Opportunities	How access to multiple resources supported population growth and why the river influenced cultural as well as economic life.
Cross-Paragraph Evidence	Students categorize evidence under agriculture, transportation, work, construction, belief, family life, and civilization.
Author's Craft / Structure	The text layers category after category before returning to a broad geographic conclusion.
Writing Value	Strongest Nile selection for a whole-text explanation with multiple evidence categories and significance.

Life Along the Nile River – Very High Stamina Passage Evidence Ledger

Direct textual proof for complexity, instruction, and writing use

DIMENSION	FEATURE	PASSAGE EVIDENCE	LOCATION	WHY IT MATTERS
Geography	River course	“emptying into the Mediterranean Sea”	¶2, Beat 5	Adds spatial precision and a regional connection.
Agriculture	Fertile soil	“fertile and helped farmers grow crops”	¶4, Beat 9	Explains why flood deposits mattered.
Resources	Flax	“used to make cloth and clothing”	¶7, Beat 17	Shows a nonfood agricultural use.
Construction	Heavy materials	“transport heavy materials used in construction projects”	¶16, Beat 37	Links transportation to architecture and labor.
Culture	Religious meaning	“a gift that helped life continue in the desert”	¶18, Beat 41	Shows that the river influenced beliefs, not only practical needs.
Synthesis	Civilization growth	“Access to water, fertile soil, transportation, and food allowed the civilization to grow.”	¶23, Beat 53	Combines four evidence categories into one historical conclusion.

F. Teacher-Facing Instructional Guidance

- Chunk the text into physical geography, food production, transportation/trade, work/construction, culture/family, and significance.
- Preview Mediterranean, fertile, flax, transportation, construction, populations, civilization, and geography.
- Use a category matrix that requires a concrete detail and an explanation for each major river benefit.

- Ask students to distinguish practical effects from cultural effects, including religion and community routines.
- Use oral synthesis before an extended response explaining how the Nile shaped civilization.

G. Formal Placement Rationale

Cross-Text Teacher Guidance

Using Cluster 1 as a coherent month of knowledge, stamina, evidence, and writing development

Key Instructional Findings

Recommended Repeated Routine

STEP	TEACHER AND STUDENT ACTION
1. Activate	Review the stable concepts and identify what students already know from the previous module.
2. Purpose	Name the reading question and the evidence categories students will collect.
3. First Read	Read for overall meaning without interrupting every difficult word.
4. Compare	Mark what is repeated and what is new in the current version.
5. Unpack	Teach the highest-value vocabulary, morphology, sentence, and text-structure demands.
6. Collect	Record paragraph-numbered evidence under clear category headings.
7. Rehearse	Use partner talk or oral frames to connect evidence with an explanation.
8. Write and Reflect	Complete the module-appropriate response and identify how stamina or reasoning improved.

Progress-Monitoring Questions

- Can the student state the central idea before collecting details?
- Can the student distinguish repeated information from new information?
- Can the student locate evidence by paragraph and place it in the correct category?
- Can the student explain how evidence supports an idea rather than merely copy it?
- Can the student sustain reading and attention for the assigned passage length?

One Routine, Increasing Independence

Keep the reading and evidence routine stable across the month. Increase independence gradually by reducing teacher prompting, extending evidence distance, and increasing the explanation required in the written product.

Text Selection and Differentiation Rules

Matching passage level and support to observed student need

OBSERVED STUDENT NEED	RECOMMENDED TEXT / SUPPORT
Student needs reduced reading volume	Use Low or Medium while preserving the same central question and evidence categories.
Student decodes accurately but loses the central idea	Chunk by structure and use a visual organizer before reducing the passage level.
Student recalls facts but does not explain	Require an evidence-to-meaning sentence frame and oral rehearsal.
Student is ready for challenge	Use High or Very High and require evidence from distant sections and several categories.
Student needs language support	Preview Tier 2 and domain vocabulary, use visuals, and permit supported partner reading.

Recommended Reading Mode by Stamina Level

LEVEL	RECOMMENDED READING MODE	PRIMARY PURPOSE
Low Stamina	Teacher model, brief first read, partner reread	Establish the knowledge framework and local evidence.
Medium Stamina	Teacher-supported or partner reading with section stops	Connect evidence across several paragraphs.
High Stamina	Guided close reading with annotation and oral rehearsal	Organize multiple evidence categories.
Very High Stamina	Chunked close reading followed by increasingly independent rereading	Synthesize evidence from the whole text.

Use of Alternate Stamina Versions

Changing the passage level should change the amount and distribution of evidence, not the central learning goal. Teachers should preserve the same question, evidence categories, oral rehearsal, and writing purpose whenever a shorter version is selected for access.

Cluster 1 Weekly Progression Summary

How the two passage families support one shared month-long instructional design

MODULE / LEVEL	PILGRIMS EMPHASIS	NILE EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
Module 1 / Low	Why Plymouth was selected; basic resources and winter urgency	How flooding, soil, water, food, and boats supported life	Local explicit evidence	Brief evidence-based explanation
Module 2 / Medium	Voyage, winter, cooperation, spring assistance, and growth	Food, fishing, transportation, trade, communities, and civilization	Evidence across several paragraphs	Organized multi-sentence response
Module 3 / High	Freedom, hardship, loss, adaptation, agriculture, travel, trade, and resources	Flood planning, jobs, trade centers, city growth, and geography	Evidence across categories and distant sections	Extended response with multiple supports
Module 4 / Very High	Disease, responsibilities, crop range, exchange, religion, adaptation, and legacy	Mediterranean setting, flax, construction, religion, family roles, and river-valley civilization	Whole-text synthesis	Extended explanation of significance

Continuity Tools for Teachers

- Maintain one visible organizer across the month: environment or challenge -> resource or response -> outcome -> significance.
- Use the same annotation colors for people, place, natural resources, problems, responses, and results.
- Begin each new module by identifying repeated information and new information.
- Increase written-product complexity only after students can orally connect evidence with the central idea.
- Use the approved Cluster 1 TEKS and ELPS alignment tables alongside this report; this package documents text complexity rather than replacing those charts.

Evidence and Writing Progression

STAGE	EVIDENCE LOCATION	EXPECTED REASONING	TEACHER-FACING PRODUCT
Foundation	One or two nearby details	Name the relationship	Evidence sentence or short paragraph
Developing	Two or more details from several paragraphs	Explain how the details work together	Organized multi-sentence response
Independent	Several details across categories	Select the strongest evidence and explain why it matters	Extended response
Synthesis	Evidence from the whole text	Connect categories to historical or geographic significance	Whole-text extended explanation

Official Writing Progression

Increase writing complexity because evidence distance, category integration, and explanation demands have increased—not merely because the passage contains more words.

References and Final Instructional Determination

Research foundation, source record, and official Cluster 1 conclusion

References and Method Notes

- Achieve the Core. Qualitative Text Complexity Rubric for Informational Texts.
- Institute of Education Sciences / What Works Clearinghouse. Improving Reading Comprehension in Kindergarten Through 3rd Grade.
- Source passages supplied by The Writing Academy®, LLC. All passage-based evidence and exact word counts in this report are grounded in the supplied Cluster 1 source file.

Final Instructional Determination

Teacher Summary

Use the Low version to establish the knowledge framework, the Medium version to expand details and evidence connections, the High version to organize multiple categories, and the Very High version to synthesize the whole topic and explain significance.