

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 4 Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 4
SCIENCE AND CIVIC KNOWLEDGE PROGRESSION

Text Complexity and Reading Stamina

EVIDENTIARY REPORT PACKAGE

PASSAGE SET 7	BENJAMIN FRANKLIN AND ELECTRICITY	LOW TO VERY HIGH
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PASSAGE SET 8	THE FOUNDING FATHERS	LOW TO VERY HIGH
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DOCUMENT CONTROL	RECORD
Intended Use	Supplemental Support Lesson Guide
Document Type	Official Teacher-Facing Instructional Planning Report
Version / Date	Version 2.0 August 2026
Texts Analyzed	Eight prose selections: two informational passage families across four stamina levels

Package Contents

Scope, organization, and intended instructional use

SECTION
Section I
Section II
Section III
Section IV
Section V

Report Use

This package is designed for direct placement in the Grade 3 Supplemental Support Lesson Guide of The Writing Academy®, LLC. It documents every supplied Cluster 4 passage separately while also explaining how the two informational passage families progress across four modules. The report distinguishes linguistic readability from reading stamina, background-knowledge demand, evidence distance, conceptual integration, and writing-task complexity.

Source Set Overview

PASSAGE SET	STABLE CONTENT	PRIMARY INSTRUCTIONAL EXPANSION
Passage Set 7: Benjamin Franklin and Electricity	Benjamin Franklin, scientific curiosity, electricity, lightning, the lightning rod, problem solving, community safety, and lasting influence.	Each module adds historical context, scientific process, technical explanation, community adoption, modern applications, evidence categories, and legacy.
Passage Set 8: The Founding Fathers	British rule, colonial rights, major leaders, independence, the American Revolution, the Constitution, government, and continuing civic influence.	Each module adds political voice, war and independence, constitutional design, branches of government, representation, compromise, amendment, civic responsibility, and legacy.

Source-Fidelity Note

The supplied Cluster 4 source contains four overlapping versions of Benjamin Franklin and Electricity and four overlapping versions of The Founding Fathers. This report preserves the exact Low, Medium, High, and Very High sequence, analyzes all eight selections independently, and uses the supplied passage language as the basis for word counts, evidence quotations, and instructional determinations.

Overall Purpose Statement

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

Official Cluster 4 Purpose Statement

The Writing Academy®, LLC Cluster 4 sequence intentionally controls topic novelty while gradually increasing the amount of text students must sustain, retain, organize, and use. Students revisit the same central people, problems, ideas, and essential vocabulary in each module, while each new version adds paragraphs, concepts, relationships, academic language, and evidence opportunities. Prior knowledge therefore becomes an instructional support rather than requiring students to rebuild an entirely new content framework during every lesson. This design allows teachers to increase reading stamina, evidence retrieval, inferential reasoning, and written synthesis while preserving conceptual continuity.

The sequence is not repeated reading of an identical passage. It is a spiral expansion: the core meaning remains recognizable, but the informational load grows. Familiarity reduces the burden of an entirely new topic, while new details prevent the work from becoming a memory-only task.

What Remains Stable and What Intentionally Increases

STABLE ACROSS MODULES	INTENTIONALLY INCREASES ACROSS MODULES
Central person, historical topic, and major idea	Total words, sentences, paragraphs, and reading time
Repeated high-value vocabulary and proper nouns	New domain vocabulary, context, and abstract concepts
Core problem-solution or historical sequence	Number and distance of evidence locations
Central purpose and recurring claims	Working-memory load, stamina, and organizational demand
Familiar evidence categories for discussion	Inferential, analytical, and written-response demand

Four-Module Instructional Progression

MODULE / LEVEL	PRIMARY READING GOAL	EVIDENCE AND WRITING GOAL	RECOMMENDED TEACHER MOVE
Module 1 - Low	Establish content knowledge and essential vocabulary.	Identify the central idea and locate explicit supporting evidence.	Model paragraph gist, vocabulary, and evidence selection.
Module 2 - Medium	Sustain comprehension across a longer version.	Connect repeated ideas with newly added information.	Color-code repeated and new information.
Module 3 - High	Maintain a coherent mental model across multiple subtopics.	Integrate evidence from different sections.	Chunk the text and build a cumulative evidence chart.
Module 4 - Very High	Sustain, organize, and synthesize the full passage.	Develop a controlling idea supported by several evidence categories.	Teach across multiple sessions and rehearse reasoning orally.

Research Basis and Measurement Protocol

How The Writing Academy®, LLC Cluster 4 evidentiary profile is calculated and interpreted

Corroborating Quantitative Measure

Flesch-Kincaid Grade Level is included as a second readability formula. It is sensitive to average sentence length and syllables per word. Historical proper nouns, document titles, and technical or civic vocabulary can elevate the result substantially; therefore, the value is used for triangulation only, not as a recommendation that the text belongs in the reported grade level.

Counting Conventions

- Word counts include the passage body only and exclude the title, stamina label, and “Nonfiction - Passage” heading.
- 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 paragraph breaks in the supplied source.
- Syllable counts use a pronunciation dictionary when available and a consistent fallback algorithm for names and uncommon terms.
- Estimated reading time is a neutral single-pass planning estimate at 100-120 words per minute and excludes rereading, annotation, discussion, and writing.

Grade 3 Placement Note

The commonly referenced CCSS Grade 2-3 quantitative band is 420L-820L [3]. Most Cluster 4 planning estimates exceed that band. The passages should therefore be treated as supported instructional texts, not universal independent-reading placements. Achieve the Core’s qualitative guidance recognizes that reader, task, scaffolding, and instructional purpose may justify supported use outside a numeric band [1].

How Teachers Should Read the Quantitative Record

Use the master comparison as a planning aid. No single number overrides the purpose of the passage, students' background knowledge, or the instructional supports built into the lesson.

TEACHER-FACING INTERPRETATION

Documents the amount of text students must sustain; it is the clearest measure of the module-to-module stamina progression.

Describes selected linguistic features. Use the paired range and confirm the estimate with an authorized analyzer when certification is required.

Provides a second formula-based perspective only. Historical names, document titles, and multisyllabic terms can elevate the value.

Signals decoding and vocabulary load, but it is not a stand-alone grade-level placement decision.

Indicates evidence distance, working-memory demand, and the likely need for chunking, purposeful rereading, and cumulative note taking.

Master Comparison - Passage Set 7: Benjamin Franklin and Electricity

LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
Low	222	16	5	13.9	13.5%	9.1
Medium	461	36	8	12.8	13.9%	8.9
High	905	78	16	11.6	15.7%	9.0
Very High	1,359	112	26	12.1	16.0%	9.4

Master Comparison - Passage Set 8: The Founding Fathers

LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
Low	225	13	5	17.3	18.7%	10.5
Medium	492	32	9	15.4	17.9%	10.0
High	1,006	78	19	12.9	18.6%	9.5
Very High	1,232	98	28	12.6	20.4%	9.9

What the Numbers Demonstrate

- Benjamin Franklin and Electricity expands from 222 to 1,359 words, a 6.12-fold increase. Three-or-more-syllable density rises from 13.5 percent to 16.0 percent.
- The Founding Fathers expands from 225 to 1,232 words, a 5.48-fold increase. Three-or-more-syllable density rises from 18.7 percent to 20.4 percent.
- The Founding Fathers set is quantitatively more demanding than the electricity set because it combines longer baseline sentences with dense civic vocabulary and repeated multiword document names.

- Low stamina identifies passage length within the sequence; it does not mean low linguistic complexity. The Founding Fathers Low passage is the set's highest numerical estimate.

Passage Set 7: Benjamin Franklin and Electricity

Set-level progression and instructional interpretation

This sequence moves from a concise problem-solution account to an extended biography and science-history explanation. The core causal chain remains stable: lightning creates danger, Franklin investigates electricity, metal conducts electricity, the lightning rod redirects the electrical path, and communities become safer. Later versions add historical context, scientific habits, public adoption, education, modern applications, and legacy.

LEVEL	WORDS	PARAGRAPHS	PRIMARY ADDED DEMAND
Low	222	5	Anchor problem, technical explanation, and safety outcome
Medium	461	8	Research, community adoption, knowledge sharing, and modern links
High	905	16	Historical context, evidence, kite account, implementation, and legacy
Very High	1,359	26	Civic service, scientific method, modern infrastructure, and whole-text synthesis

Recommended Teacher Lens

Across all four versions, ask three recurring questions: What problem did Franklin identify? How did investigation lead to a solution? How did that solution affect people immediately and over time? Reusing these questions allows students to notice how each version adds evidence and deepens the response.

Benjamin Franklin and Electricity - Low Stamina Report

Grade 3 nonfiction | Passage 7A | Teacher-facing text complexity evidentiary profile

Passage 7A	Benjamin Franklin and Electricity	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 16 beats across 5 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 8
Paragraph 3	Beats 9 through 12
Paragraph 4	Beats 13 through 14
Paragraph 5	Beats 15 through 16

Establishes the anchor framework: Franklin identifies a dangerous problem, studies electricity, develops the lightning rod, and improves community safety.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction informational biography / science problem-solution

222 total words; 129 unique words

16 sentences; 5 paragraphs

13.9 words average; 23 words longest

6 sentences of 15+ words; 2 of 20+ words; 0 of 25+ words

1 syllable: 128 (57.7%); 2 syllables: 64 (28.8%); 3+ syllables: 30 (13.5%)

30 occurrences; 22 unique forms; 13.5% of passage words

9.1 - corroborating formula only; not a placement decision

1.9-2.2 minutes at 100-120 wpm; Module 1 anchor text; teacher-supported close reading or partner reading

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately Low	The purpose is explicit: explain how Franklin used curiosity, experimentation, and the lightning rod to solve a community safety problem.
Structure / cohesion	Moderately Low	Five paragraphs follow a clear problem-solution and cause-effect sequence: person, danger, investigation, invention, impact.
Language demand	Moderately High	Technical vocabulary such as electricity, conduct, lightning rod, experiments, and damaging appears within otherwise direct sentences.
Knowledge demand	Moderate	Students benefit from basic knowledge of lightning, electrical conduction, historical buildings, and the purpose of an invention.
Reader / task demand	Moderate	Most evidence is local and explicit, but students must connect the danger in paragraph 2 with the technical explanation and outcome in paragraphs 3-5.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	inventor; electricity; experiments; conduct; lightning rod; damage; communities; creativity
Three-or-more-syllable examples	Benjamin, inventor, experimenting, inventions, communities, electricity, discovered, curiosity, creativity
Morphology	invent -> inventor / invention / inventions; experiment -> experiments / experimenting; discover -> discovered / discoveries; create -> creativity
Spelling / orthographic patterns	proper noun Benjamin Franklin; -tion endings; -ity endings; r-controlled patterns in storms and fires; vowel teams in people and lightning
Syntax / cohesion signals	when, because, through, instead of; an appositive defines lightning rod; pronouns consistently refer to Franklin or the invention

Passage 7A continued	Benjamin Franklin and Electricity	Low Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Purpose and topic	<i>"Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways." (paragraph 1)</i>	Introduces the subject and problem-solving lens that organizes the passage.
Problem / cause and effect	<i>"When lightning hit houses or churches, it could start fires that destroyed entire buildings." (paragraph 2)</i>	Makes the danger concrete and supplies the problem that the invention must solve.
Technical explanation	<i>"He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground." (paragraph 3)</i>	A 23-word sentence combines an appositive definition with a relative clause.
Process and result	<i>"When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building." (paragraph 3)</i>	Requires students to follow a conditional sequence and compare the safe path with the harmful alternative.
Central idea	<i>"His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life." (paragraph 5)</i>	Supports a broader inference about the value of science beyond one invention.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	At least four recurring categories: the danger, Franklin's research, the lightning rod's design, and its effect on buildings.
Inferential opportunities	Why curiosity mattered; why metal was useful; how a single invention affected community safety.
Cross-paragraph evidence	Paragraphs 2-4 can be connected to explain problem, solution, and result.
Author's craft opportunities	Definition through apposition; cause-and-effect connectors; concluding generalization.
Writing value	Moderate-to-rich evidence for an SCR explaining how Franklin used science to make communities safer.

F. Teacher-Facing Instructional Guidance

- Preview electricity, conduct, lightning rod, and community safety with a simple labeled diagram.
- Have students mark the problem in paragraph 2, the solution in paragraph 3, and the result in paragraphs 4-5.
- Use the 23-word lightning-rod sentence for sentence unpacking before students write a short evidence-based response.

G. Formal Placement Rationale

Instructional Determination

This passage is an effective Module 1 anchor because it establishes the complete conceptual framework in 222 words and five paragraphs. Its estimated 1000L demand comes primarily from technical vocabulary, multisyllabic words, and several complex cause-and-effect sentences rather than from passage length. With brief vocabulary support and explicit problem-solution mapping, it is appropriate for Grade 3 supplemental close reading and provides sufficient evidence for an initial constructed response.

Benjamin Franklin and Electricity - Medium Stamina Report

Grade 3 nonfiction | Passage 7B | Teacher-facing text complexity evidentiary profile

Passage 7B	Benjamin Franklin and Electricity	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 36 beats across 8 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 11
Paragraph 3	Beats 12 through 16
Paragraph 4	Beats 17 through 20
Paragraph 5	Beats 21 through 24
Paragraph 6	Beats 25 through 28
Paragraph 7	Beats 29 through 32
Paragraph 8	Beats 33 through 36

Retains the anchor explanation while adding childhood curiosity, public fear, research, community adoption, knowledge sharing, and connections to modern electricity.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction informational biography / science problem-solution
461 total words; 214 unique words
36 sentences; 8 paragraphs
12.8 words average; 20 words longest
10 sentences of 15+ words; 1 of 20+ words; 0 of 25+ words
1 syllable: 253 (54.9%); 2 syllables: 144 (31.2%); 3+ syllables: 64 (13.9%)
64 occurrences; 40 unique forms; 13.9% of passage words
8.9 - corroborating formula only; not a placement decision
3.8-4.6 minutes at 100-120 wpm; Module 2 extended reading; guided-to-independent practice with two purposeful readings

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderate	The explicit purpose expands from explaining one invention to showing how research, knowledge sharing, and later scientific progress improve everyday life.
Structure / cohesion	Moderate	Eight paragraphs move through biography, danger, research, invention, community impact, knowledge sharing, modern applications, and conclusion.
Language demand	Moderately High	The text adds conducting experiments, incorrect ideas, household appliances, important form of energy, and other abstract or technical phrases.
Knowledge demand	Moderately High	Students must connect historical storm safety, the scientific process, electrical conduction, and modern uses of electricity.
Reader / task demand	Moderately High	Evidence is distributed across multiple paragraphs, and students must compare the original danger with both immediate and long-term effects.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	conducting experiments; research; discovery; conduct electricity; invention; solutions; scientists; household appliances; energy
Three-or-more-syllable examples	Benjamin, inventor, communities, incorrect, electricity, conducting, experiments, discovered, appliances, important
Morphology	conduct -> conducting; discover -> discovery / discoveries; invent -> inventor / invention / inventors; science -> scientists; danger -> dangerous
Spelling / orthographic patterns	-tion, -ment, -ity, and -ist suffixes; proper nouns; vowel teams; inflectional -ed and -ing; compound household
Syntax / cohesion signals	because, when, although, over time, instead of; repeated noun chains connect Franklin -> discovery -> invention -> impact

Passage 7B continued	Benjamin Franklin and Electricity	Medium Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Knowledge problem	<i>“Many people had incorrect ideas about electricity and lightning.” (paragraph 2)</i>	Introduces a knowledge gap in addition to the physical danger.
Scientific process	“Through his research, he learned that metal could conduct electricity.” (paragraph 3)	Connects research with a technical finding that makes the invention possible.
Technical sequence	<i>“When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.” (paragraph 4)</i>	Requires students to track a physical process and a contrast.
Community impact	<i>“Communities that used lightning rods were less likely to lose buildings during storms.” (paragraph 5)</i>	Provides explicit outcome evidence for the effectiveness of the invention.
Long-term influence	<i>“Although Franklin did not invent these modern devices, his research helped others learn more about this important form of energy.” (paragraph 7)</i>	Requires qualified reasoning: Franklin influenced later learning without directly creating modern devices.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	At least six categories: travel through the wire, reduced damage, safer buildings, knowledge sharing, later research, and modern uses.
Inferential opportunities	How research changes beliefs; why communities adopted the rod; how one discovery can support later innovation.
Cross-paragraph evidence	Paragraphs 2-5 form a complete problem-research-solution-impact chain; paragraphs 6-8 extend the legacy.
Author’s craft opportunities	Contrast through although; temporal shift through over time; repeated conclusion language strengthens cohesion.
Writing value	Rich evidence for a paragraph explaining both the immediate and long-term importance of Franklin’s work.

F. Teacher-Facing Instructional Guidance

- Use two colors to distinguish repeated anchor information from newly added details.
- Build a four-part organizer: problem, investigation, invention, impact.
- Require evidence from at least two nonadjacent paragraphs so the writing task reflects the increased stamina demand.

G. Formal Placement Rationale

Benjamin Franklin and Electricity - High Stamina Report

Grade 3 nonfiction | Passage 7C | Teacher-facing text complexity evidentiary profile

Passage 7C	Benjamin Franklin and Electricity	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 78 beats across 16 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 11
Paragraph 3	Beats 12 through 16
Paragraph 4	Beats 17 through 22
Paragraph 5	Beats 23 through 28
Paragraph 6	Beats 29 through 33
Paragraph 7	Beats 34 through 38
Paragraph 8	Beats 39 through 43
Paragraph 9	Beats 44 through 47
Paragraph 10	Beats 48 through 53
Paragraph 11	Beats 54 through 58
Paragraph 12	Beats 59 through 62
Paragraph 13	Beats 63 through 66
Paragraph 14	Beats 67 through 70
Paragraph 15	Beats 71 through 74
Paragraph 16	Beats 75 through 78

Expands the topic into historical context, scientific questioning, the kite account, electrical conduction, implementation, community risk, knowledge sharing, and modern dependence on electricity.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction informational biography / science-history explanation

905 total words; 350 unique words

78 sentences; 16 paragraphs

11.6 words average; 23 words longest

15 sentences of 15+ words; 5 of 20+ words; 0 of 25+ words

1 syllable: 489 (54.0%); 2 syllables: 274 (30.3%); 3+ syllables: 142 (15.7%)

142 occurrences; 77 unique forms; 15.7% of passage words

9.0 - corroborating formula only; not a placement decision

7.5-9.1 minutes at 100-120 wpm; Module 3 sustained close reading; chunked across sections with cumulative evidence notes

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately High	The passage explains the invention while also developing a broader message about curiosity, evidence, persistence, and the sharing of scientific knowledge.
Structure / cohesion	Moderately High	Sixteen paragraphs combine chronology, problem-solution, cause-effect, comparison across time, and a shift from Franklin's era to modern life.
Language demand	High	Scientific and abstract vocabulary includes technology, communication, evidence, conduct, structure, practical, generate, scientific breakthroughs, and influence.
Knowledge demand	High	Students coordinate colonial-era technology, scientific investigation, storm safety, electrical systems, and the development of modern technologies.
Reader / task demand	High	Students must maintain a coherent mental model across several subtopics and distinguish the central causal chain from elaborating historical details.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	technology; communication; impossible; evidence; conduct electricity; structure; practical; generate; breakthroughs; technologies
Three-or-more-syllable examples	technology, televisions, communication, electricity, experiments, observation, unusual, evidence, communities, refrigerators
Morphology	observe -> observed / observation; experiment -> experiment / experiments; generate; communicate -> communication; science -> scientific / scientists
Spelling / orthographic patterns	Greek/Latin-derived forms; -tion, -ity, -ical, and -ist endings; proper nouns; compound problem solving; multiple vowel patterns
Syntax / cohesion signals	because, although, if, when, as, before, over many years, more importantly; repeated references to research and discovery unify sections

Passage 7C continued	Benjamin Franklin and Electricity	High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Historical comparison	<i>"There were no computers, televisions, or electric lights." (paragraph 2)</i>	Requires students to compare Franklin's world with their own and establishes the limits of the period.
Scientific reasoning	<i>"He carefully recorded what he learned and looked for patterns." (paragraph 5)</i>	Provides evidence of a systematic process rather than a single lucky event.
Evidence and claim	<i>"The experiment helped him gather evidence that lightning and electricity were related." (paragraph 6)</i>	Connects an experiment with a scientific conclusion.
Technical explanation	<i>"When lightning strikes the rod, the electricity follows the wire into the ground instead of passing through the building." (paragraph 8)</i>	Requires students to visualize a sequence and understand a protective alternative pathway.
Modern impact	<i>"Today, electricity powers homes, schools, hospitals, businesses, and factories." (paragraph 14)</i>	Broadens the topic from one historical invention to present-day dependence.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Numerous categories across research, invention design, community safety, communication of ideas, and modern applications.
Inferential opportunities	Why evidence changed beliefs; why sharing knowledge mattered; how curiosity can influence future discoveries.
Cross-paragraph evidence	Students can connect paragraphs 4-8 for research and invention, 9-10 for impact, and 11-16 for legacy.
Author's craft opportunities	Past-present contrast; repeated causal chains; qualification of the kite story; concluding synthesis.
Writing value	Very rich evidence for a multi-reason response about how Franklin's habits and discoveries affected communities.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into four sections: historical context, investigation, invention and safety, influence and legacy.
- Use a cause-and-effect chain that begins with lightning danger and ends with future scientific discoveries.
- Have students select evidence from three different sections before drafting a multi-evidence response.

G. Formal Placement Rationale

Benjamin Franklin and Electricity - Very High Stamina Report

Grade 3 nonfiction / Passage 7D / Teacher-facing text complexity evidentiary profile

Passage 7D	Benjamin Franklin and Electricity	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 112 beats across 26 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 5
Paragraph 2	Beats 6 through 11
Paragraph 3	Beats 12 through 16
Paragraph 4	Beats 17 through 21
Paragraph 5	Beats 22 through 26
Paragraph 6	Beats 27 through 31
Paragraph 7	Beats 32 through 36
Paragraph 8	Beats 37 through 40
Paragraph 9	Beats 41 through 45
Paragraph 10	Beats 46 through 49
Paragraph 11	Beats 50 through 53
Paragraph 12	Beats 54 through 57
Paragraph 13	Beats 58 through 61
Paragraph 14	Beats 62 through 64
Paragraph 15	Beats 65 through 70
Paragraph 16	Beats 71 through 73
Paragraph 17	Beats 74 through 77
Paragraph 18	Beats 78 through 81
Paragraph 19	Beats 82 through 85
Paragraph 20	Beats 86 through 89
Paragraph 21	Beats 90 through 94
Paragraph 22	Beats 95 through 97
Paragraph 23	Beats 98 through 102
Paragraph 24	Beats 103 through 105
Paragraph 25	Beats 106 through 109
Paragraph 26	Beats 110 through 112

Provides the fullest account of Franklin’s curiosity, community service, scientific practices, the lightning problem, invention design, public adoption, education, later technologies, and enduring legacy.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction informational biography / extended science-history explanation
1,359 total words; 467 unique words
112 sentences; 26 paragraphs
12.1 words average; 21 words longest
29 sentences of 15+ words; 5 of 20+ words; 0 of 25+ words
1 syllable: 723 (53.2%); 2 syllables: 419 (30.8%); 3+ syllables: 217 (16.0%)
217 occurrences; 113 unique forms; 16.0% of passage words
9.4 - corroborating formula only; not a placement decision
11.3-13.6 minutes at 100-120 wpm; Module 4 multi-session reading; whole-text synthesis with an evidence matrix

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	High	Several related purposes operate together: explain the lightning rod, portray Franklin as a learner and civic problem solver, and show how knowledge creates long-term change.
Structure / cohesion	High	Twenty-six paragraphs form an extended chronology with nested problem-solution cycles and repeated shifts among biography, science, community impact, and legacy.
Language demand	High	The text contains sustained technical and abstract language, including observation, evidence, conduct, structures, experimentation, practical solutions, generate, communication systems, and influential.
Knowledge demand	High	Students integrate colonial life, community institutions, scientific inquiry, electrical conduction, invention adoption, modern infrastructure, and historical legacy.
Reader / task demand	High	Students must sustain comprehension across the full passage, categorize evidence, and synthesize claims supported by widely separated paragraphs.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	observation; experiments; evidence; conduct; structures; effective; uncertainty; experimentation; practical solutions; communication systems; technologies
Three-or-more-syllable examples	intelligence, creativity, electricity, observation, experiments, evidence, communities, education, communication, influential
Morphology	observe -> observation; experiment -> experimentation; communicate -> communication; influence -> influential; effect -> effective; discover -> discoveries
Spelling / orthographic patterns	dense -tion, -ity, -ive, -ial, and -ist patterns; proper nouns; compounds; inflectional and derivational families repeated across paragraphs
Syntax / cohesion signals	while, since, whether, although, if, when, instead of, over time, more importantly; definitions and repeated causal language support cohesion

Passage 7D continued	Benjamin Franklin and Electricity	Very High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Broader civic context	<i>“He helped organize libraries, fire departments, and other community services that made life better for many people.” (paragraph 4)</i>	Adds a civic-service dimension that broadens the portrait beyond one scientific invention.
Scientific practice	<i>“Instead of making guesses, Franklin believed in collecting evidence.” (paragraph 7)</i>	States a contrast between unsupported belief and evidence-based inquiry.
Vocabulary in context	<i>“Conduct means carrying electricity from one place to another.” (paragraph 10)</i>	Provides an embedded definition that supports technical comprehension.
Technical process	<i>“When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.” (paragraph 12)</i>	Requires students to follow a complete physical process and contrast two possible paths.
Legacy and inference	<i>“More importantly, Franklin showed that learning, experimenting, and sharing knowledge can help create positive change.” (paragraph 25)</i>	Synthesizes evidence from biography, research, invention, education, and community impact.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Very rich evidence across biography, community work, scientific method, technical design, adoption, education, modern uses, and legacy.
Inferential opportunities	How civic values shaped inventions; why evidence matters; how knowledge travels across generations; why simple solutions can have broad effects.
Cross-paragraph evidence	Whole-text claims require evidence from early biography, middle technical sections, and late legacy sections.
Author's craft opportunities	Embedded definition, repeated problem-solution cycles, chronological expansion, contrast, and final synthesis.
Writing value	Excellent evidence base for an ECR using a thesis (central idea), multiple reasons, evidence from several sections, explanation, and a significant inference.

F. Teacher-Facing Instructional Guidance

- Teach the text across multiple sessions rather than as one uninterrupted independent assignment.
- Create an evidence matrix with four categories: curiosity and learning, scientific process, community safety, and long-term influence.
- Use oral rehearsal before writing so students can explain how evidence from distant paragraphs supports one controlling idea.

G. Formal Placement Rationale

Instructional Determination

The very-high version expands the sequence to 1,359 words and twenty-six paragraphs. Its estimated 925L measure remains near the other versions because sentence length stays controlled, but the actual instructional demand is much greater: students process more technical vocabulary, more subtopics, more evidence, and a substantially longer retrieval span. With multi-session chunking, vocabulary support, and an evidence matrix, the text is appropriate for Grade 3 supplemental instruction focused on whole-text endurance and extended written synthesis.

Passage Set 7 Module Progression Summary

How the recurring science content supports increasing reading and writing demand

MODULE	KNOWLEDGE / STAMINA EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
1 - Low	Understand the danger, investigation, lightning-rod design, and safety outcome.	Locate local, explicit evidence from paragraphs 2-4.	SCR explaining how the invention made communities safer.
2 - Medium	Add research, adoption, knowledge sharing, and modern connections.	Connect immediate impact with long-term influence.	Evidence paragraph using two nonadjacent paragraphs.
3 - High	Organize historical context, scientific process, implementation, and legacy.	Select evidence from three text sections.	Multi-reason response explaining habits, invention, and influence.
4 - Very High	Sustain comprehension across biography, civic service, science, and legacy.	Categorize and synthesize widely distributed evidence.	ECR with thesis (central idea), reasons, evidence, explanation, and significant inference.

Set 7 Instructional Rationale

The repeated technical core allows students to spend less cognitive energy reconstructing the basic problem and more energy noticing how new evidence changes the explanation. Each module should preserve the same organizing questions while increasing the number of paragraphs students must retrieve from and the sophistication of the written response.

Passage Set 8: The Founding Fathers

Set-level progression and instructional interpretation

This sequence moves from a compact civic overview to an extended account of colonial grievances, independence, war, government formation, constitutional structure, political participation, compromise, amendment, public service, and legacy. The recurring historical framework supports students as the text introduces increasingly abstract civic relationships.

LEVEL	WORDS	PARAGRAPHS	PRIMARY ADDED DEMAND
Low	225	5	Compressed anchor timeline and dense civic vocabulary
Medium	492	9	Political voice, collaboration, careful wording, and divided power
High	1,006	19	War, government weakness, branches, elections, compromise, principles
Very High	1,232	28	Negotiation, amendment, public service, representation, and whole-text synthesis

Recommended Teacher Lens

Across all four versions, return to three questions: Why did colonists seek change? What did the Declaration and Constitution accomplish? How did cooperation and compromise influence the nation? These recurring questions provide a stable structure for increasingly complex evidence.

The Founding Fathers - Low Stamina Report

Grade 3 nonfiction / Passage 8A / Teacher-facing text complexity evidentiary profile

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 13 beats across 5 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 2
Paragraph 2	Beats 3 through 5
Paragraph 3	Beats 6 through 8
Paragraph 4	Beats 9 through 11
Paragraph 5	Beats 12 through 13

Establishes the complete historical framework: British rule, colonial concerns, the Declaration of Independence, the American Revolution, the Constitution, and the leaders’ legacy.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction informational history / civic overview
225 total words; 125 unique words
13 sentences; 5 paragraphs
17.3 words average; 23 words longest
10 sentences of 15+ words; 5 of 20+ words; 0 of 25+ words
1 syllable: 135 (60.0%); 2 syllables: 48 (21.3%); 3+ syllables: 42 (18.7%)
42 occurrences; 26 unique forms; 18.7% of passage words
10.5 - corroborating formula only; not a placement decision
1.9-2.2 minutes at 100-120 wpm; Module 1 anchor text; highly supported close reading with a visual timeline

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately Low	The purpose is explicit: explain how a group of leaders helped the colonies seek independence and create a government that protected rights.
Structure / cohesion	Moderate	Five dense paragraphs move chronologically from British rule to the Declaration, Revolution, Constitution, and present-day influence.
Language demand	High	Formal civic vocabulary, multiword document names, numerous proper nouns, and long sentences create substantial lexical and syntactic demand.
Knowledge demand	High	Students need or must build foundational knowledge of colonies, British rule, taxes, independence, revolution, constitutional government, and rights.
Reader / task demand	Moderately High	The passage is short, but each paragraph contains multiple people, events, documents, and abstract concepts that must be organized chronologically.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	Founding Fathers; colonies; British rule; government; rights; Declaration of Independence; American Revolution; Constitution; liberty
Three-or-more-syllable examples	American, colonies, government, colonists, Washington, Jefferson, Benjamin, Declaration, Independence, Constitution, determination
Morphology	govern -> government; independent -> independence; determine -> determination; protect -> protected; influence; found -> foundation
Spelling / orthographic patterns	proper nouns and dates; multiword titles; frequent -tion, -ment, -ence, and -ity endings; irregular forms won and write/wrote
Syntax / cohesion signals	because, after, which, such as, and; long compound-complex sentences compress several historical relationships

Passage 8A continued	The Founding Fathers	Low Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Purpose and topic	<i>“The Founding Fathers were a group of leaders who helped create the United States of America.” (paragraph 1)</i>	Introduces the group and the broad historical outcome.
Colonial problem	<i>“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.” (paragraph 2)</i>	Combines the cause of dissatisfaction with the issue of political voice.
Rights and document	“It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.” (paragraph 3)	Requires students to connect an abstract statement of rights with the Declaration.
Government design	“Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work.” (paragraph 4)	Introduces a major document through a complex sentence with a relative clause.
Legacy	<i>“Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.” (paragraph 5)</i>	Supports an inference connecting historical actions with modern government.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	At least five categories: colonial complaints, named leaders, Declaration, Revolution, Constitution, and lasting influence.
Inferential opportunities	Why voice and rights mattered; why winning independence required a government; how ideas create a lasting foundation.
Cross-paragraph evidence	Paragraphs 2-4 form a historical cause-event-result sequence.
Author’s craft opportunities	Chronological compression, formal naming, cause-and-effect language, and a concluding metaphorical use of foundation.
Writing value	Rich evidence for an SCR explaining two ways the Founding Fathers helped create the United States.

F. Teacher-Facing Instructional Guidance

- Preview the five major names and the two document titles before reading.
- Use a four-step timeline: British rule, Declaration, Revolution, Constitution.
- Unpack the longest sentences orally and require students to explain one historical relationship at a time.

G. Formal Placement Rationale

Instructional Determination

Although this is the low-stamina version at 225 words and five paragraphs, it is quantitatively the most demanding passage in the set, with an estimated 1225L, a 17.3-word average sentence, and 18.7 percent three-or-more-syllable words. The short length limits endurance demand, but formal civic vocabulary and compressed historical relationships require significant Grade 3 support. A timeline, vocabulary preview, and guided rereading make it suitable as the conceptual anchor for the sequence.

The Founding Fathers - Medium Stamina Report

Grade 3 nonfiction | Passage 8B | Teacher-facing text complexity evidentiary profile

Passage 8B	The Founding Fathers	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 32 beats across 9 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 3
Paragraph 2	Beats 4 through 8
Paragraph 3	Beats 9 through 11
Paragraph 4	Beats 12 through 15
Paragraph 5	Beats 16 through 18
Paragraph 6	Beats 19 through 22
Paragraph 7	Beats 23 through 25
Paragraph 8	Beats 26 through 28
Paragraph 9	Beats 29 through 32

Retains the historical anchor while adding political voice, disagreement, collaboration, careful wording, division of power, and the continuing importance of foundational documents.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction informational history / civic explanation

492 total words; 213 unique words

32 sentences; 9 paragraphs

15.4 words average; 25 words longest

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

1 syllable: 278 (56.5%); 2 syllables: 126 (25.6%); 3+ syllables: 88 (17.9%)

88 occurrences; 41 unique forms; 17.9% of passage words

10.0 - corroborating formula only; not a placement decision

4.1-4.9 minutes at 100-120 wpm; Module 2 extended reading; teacher-guided timeline and document comparison

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderate	The passage explains both what the leaders accomplished and how discussion, disagreement, careful decision making, and cooperation shaped the nation.
Structure / cohesion	Moderately High	Nine paragraphs combine chronology with repeated problem-solution cycles and move between events, documents, government design, and modern influence.
Language demand	High	Dense civic terms include govern themselves, seeking independence, established rules, divide power, freedoms, and created by and for its people.
Knowledge demand	High	Students coordinate political voice, independence, unifying documents, revolution, constitutional design, leadership selection, and limits on power.
Reader / task demand	High	Students must track the sequence and connect ideas across paragraphs rather than retrieving one isolated fact.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	colonists; opinions; concerns; Declaration of Independence; seeking independence; unite; American Revolution; Constitution; divide power; freedoms
Three-or-more-syllable examples	important, decisions, colonists, opinions, affected, frustrated, Washington, Jefferson, Benjamin, Declaration, Independence, Constitution
Morphology	decide -> decisions; govern -> government / govern themselves; independent -> independence; protect -> protected; influence; establish -> established
Spelling / orthographic patterns	multiword proper nouns; -tion, -ment, -ence, -ive, and -ity endings; irregular chose and won; apostrophe-free formal register
Syntax / cohesion signals	because, even when, after, which, so that, today; pronoun chains refer back to leaders, documents, and ideas

Passage 8B continued	The Founding Fathers	Medium Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Political voice	<i>“Colonists believed they should have a voice in decisions that affected their daily lives.” (paragraph 2)</i>	Introduces representation as an abstract cause of conflict.
Collaboration	<i>“Even when they disagreed, they continued working together because they believed the colonies deserved a better future.” (paragraph 3)</i>	Combines contrast, motivation, and cooperation in one complex sentence.
Purpose of the Declaration	<i>“The Declaration of Independence was important because it told the world that the colonies wanted to govern themselves instead of being controlled by Great Britain.” (paragraph 4)</i>	A 25-word sentence explains the document’s audience, purpose, and political claim.
Power and fairness	<i>“It also helped divide power among different parts of the government so that no one person would have too much control.” (paragraph 7)</i>	Introduces a structural principle through cause and intended effect.
Continuing influence	<i>“The rights and freedoms they worked to protect remain important to people across the country.” (paragraph 9)</i>	Connects historical action with present-day civic meaning.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Rich evidence across colonial concerns, collaboration, Declaration, Revolution, Constitution, divided power, and legacy.
Inferential opportunities	Why careful wording mattered; why disagreement did not end cooperation; why power was divided.
Cross-paragraph evidence	Students can connect paragraphs 2-5 for independence and paragraphs 6-9 for government and legacy.
Author's craft opportunities	Contrast, causal connectors, repetition of important document names, and movement from past to present.
Writing value	Rich evidence for a paragraph explaining how leaders used both ideas and cooperation to shape the country.

F. Teacher-Facing Instructional Guidance

- Maintain a running timeline and add one sentence of significance for each event or document.
- Teach the word family govern, government, and govern themselves in context.
- Ask students to use one piece of evidence about independence and one about government design in the written response.

G. Formal Placement Rationale

The Founding Fathers - High Stamina Report

Grade 3 nonfiction / Passage 8C / Teacher-facing text complexity evidentiary profile

Passage 8C	The Founding Fathers	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 78 beats across 19 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 9
Paragraph 3	Beats 10 through 13
Paragraph 4	Beats 14 through 19
Paragraph 5	Beats 20 through 23
Paragraph 6	Beats 24 through 28
Paragraph 7	Beats 29 through 33
Paragraph 8	Beats 34 through 38
Paragraph 9	Beats 39 through 43
Paragraph 10	Beats 44 through 47
Paragraph 11	Beats 48 through 51
Paragraph 12	Beats 52 through 55
Paragraph 13	Beats 56 through 59
Paragraph 14	Beats 60 through 63
Paragraph 15	Beats 64 through 66
Paragraph 16	Beats 67 through 69
Paragraph 17	Beats 70 through 72
Paragraph 18	Beats 73 through 75
Paragraph 19	Beats 76 through 78

Develops the full independence-to-government sequence, including competing views, major leaders, the Revolution, the Continental Army, constitutional branches, elections, compromise, and enduring principles.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Nonfiction informational history / extended civic explanation

1,006 total words; 375 unique words

78 sentences; 19 paragraphs

12.9 words average; 22 words longest

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

1 syllable: 545 (54.2%); 2 syllables: 274 (27.2%); 3+ syllables: 187 (18.6%)

187 occurrences; 86 unique forms; 18.6% of passage words

9.5 - corroborating formula only; not a placement decision

8.4-10.1 minutes at 100-120 wpm; Module 3 sustained supported reading; sectioned timeline and evidence categorization

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	Moderately High	The text traces how leadership, independence, war, government design, cooperation, and civic principles combined to create and sustain a nation.
Structure / cohesion	High	Nineteen paragraphs are organized in historical phases and contain comparison, cause-effect, problem-solution, and present-day reflection.
Language demand	High	Formal terms include independent, Continental Army, responsibilities, framework, branches, participate, elections, compromises, representative government, individual rights, and rule of law.
Knowledge demand	High	Students integrate events, people, documents, military conflict, constitutional structures, and abstract democratic principles.
Reader / task demand	High	Students must maintain a timeline, track multiple leaders, recognize shifts in problem type, and synthesize evidence across distant paragraphs.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	independent; Declaration of Independence; American Revolution; Continental Army; framework; responsibilities; branches; elections; compromises; representative government; rule of law
Three-or-more-syllable examples	American, government, independent, discussing, possible, important, Declaration, Independence, Continental, responsibilities, participate, representative
Morphology	represent -> representative; govern -> government / governed; independent -> independence; cooperate -> cooperation; compromise -> compromises; responsible -> responsibilities
Spelling / orthographic patterns	proper nouns and dates; extensive -tion, -ment, -ence, -ive, -ity, and -ible forms; irregular led, won, and wrote
Syntax / cohesion signals	while, although, because, however, even so, despite, eventually, at first, today; temporal markers make the long sequence traceable

Passage 8C continued	The Founding Fathers	High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Competing perspectives	<i>“Some people wanted to remain connected to Great Britain, while others believed the colonies should become independent.” (paragraph 3)</i>	Requires comparison of opposing positions rather than a single shared view.
Evidence of hardship	<i>“Soldiers often faced shortages of food, clothing, and supplies.” (paragraph 8)</i>	Provides concrete evidence supporting the claim that victory did not come easily.
New responsibilities	<i>“However, independence brought new responsibilities.” (paragraph 9)</i>	Signals a major structural shift from winning freedom to building government.
Constitutional structure	<i>“The Constitution established three branches of government.” (paragraph 12)</i>	Introduces a foundational concept that must be connected to the prevention of excessive power.
Civic principles	<i>“Their work helped establish principles such as representative government, individual rights, and the rule of law.” (paragraph 18)</i>	Requires comprehension of three abstract principles and their relationship to the leaders’ legacy.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Very rich evidence across political grievances, leaders, documents, war, government weaknesses, constitutional design, elections, and principles.
Inferential opportunities	How compromise supported success; why independence created new problems; why shared power protects freedom.
Cross-paragraph evidence	Students can organize evidence into independence, war, government design, cooperation, and legacy categories.
Author's craft opportunities	Opposing viewpoints, chronological pivot words, repeated abstract terms, and a concluding principle statement.
Writing value	Excellent evidence for a multi-reason response about how cooperation and government design shaped the nation.

F. Teacher-Facing Instructional Guidance

- Divide the passage into four historical phases and assign a heading to each phase.
- Use a civic vocabulary map connecting independence, government, branches, elections, rights, and rule of law.
- Require students to cite evidence from at least three phases before composing the response.

G. Formal Placement Rationale

The Founding Fathers - Very High Stamina Report

Grade 3 nonfiction / Passage 8D / Teacher-facing text complexity evidentiary profile

Passage 8D	The Founding Fathers	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 98 beats across 28 paragraphs.

Paragraph	Beats
Paragraph 1	Beats 1 through 4
Paragraph 2	Beats 5 through 8
Paragraph 3	Beats 9 through 13
Paragraph 4	Beats 14 through 19
Paragraph 5	Beats 20 through 23
Paragraph 6	Beats 24 through 26
Paragraph 7	Beats 27 through 29
Paragraph 8	Beats 30 through 33
Paragraph 9	Beats 34 through 36
Paragraph 10	Beats 37 through 39
Paragraph 11	Beats 40 through 43
Paragraph 12	Beats 44 through 47
Paragraph 13	Beats 48 through 50
Paragraph 14	Beats 51 through 53
Paragraph 15	Beats 54 through 57
Paragraph 16	Beats 58 through 60
Paragraph 17	Beats 61 through 64
Paragraph 18	Beats 65 through 67
Paragraph 19	Beats 68 through 71
Paragraph 20	Beats 72 through 74
Paragraph 21	Beats 75 through 77
Paragraph 22	Beats 78 through 80
Paragraph 23	Beats 81 through 83
Paragraph 24	Beats 84 through 86
Paragraph 25	Beats 87 through 89
Paragraph 26	Beats 90 through 92
Paragraph 27	Beats 93 through 94
Paragraph 28	Beats 95 through 98

Provides the fullest sequence of colonial conflict, declaration, war, government weakness, constitutional debate, divided power, representation, amendment, public service, cooperation, and lasting influence.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Nonfiction informational history / extended civic synthesis
1,232 total words; 425 unique words
98 sentences; 28 paragraphs
12.6 words average; 26 words longest
29 sentences of 15+ words; 3 of 20+ words; 2 of 25+ words
1 syllable: 642 (52.1%); 2 syllables: 339 (27.5%); 3+ syllables: 251 (20.4%)
251 occurrences; 114 unique forms; 20.4% of passage words
9.9 - corroborating formula only; not a placement decision
10.3-12.3 minutes at 100-120 wpm; Module 4 multi-session whole-text reading; timeline plus document-and-principle evidence matrix

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Purpose / central idea	High	Multiple connected purposes require synthesis: explain the road to independence, the design of government, the role of compromise, and the continuing influence of civic principles.
Structure / cohesion	High	Twenty-eight paragraphs form an extended chronology with recurring problem-solution cycles, contrasting viewpoints, negotiation, and present-day reflection.
Language demand	High	This version has the set's highest multisyllabic density and sustained abstract civic language, including representation, negotiations, amended, principles, public service, contributions, and self government.
Knowledge demand	High	Students integrate colonial policy, independence, military conflict, constitutional debate, branches, elections, representation, amendment, civic service, and historical legacy.
Reader / task demand	High	Whole-text understanding requires sustained attention, a detailed timeline, perspective tracking, and synthesis of evidence across many nonadjacent paragraphs.

C. Word-Level, Morphological, Spelling, Syntax, and Cohesion Evidence

FEATURE	EVIDENCE FROM THE PASSAGE
Academic / domain vocabulary	representation; Declaration of Independence; American Revolution; Continental Army; Constitution; negotiations; branches; elections; amended; principles; public service; contributions
Three-or-more-syllable examples	American, government, completely, independent, Declaration, Independence, officially, Revolution, Continental, responsibilities, negotiations, representation, generations
Morphology	represent -> representation / representatives; amend -> amended; contribute -> contributions; dedicate -> dedication; cooperate -> cooperation; determine -> determination
Spelling / orthographic patterns	high density of -tion, -ment, -ence, -ive, -ity, -ate, and -al forms; proper nouns; dates; document titles; irregular past-tense forms
Syntax / cohesion signals	while, although, because, despite, when necessary, at first, eventually, another important feature, today; repeated transitions mark historical phases

Passage 8D continued	The Founding Fathers	Very High Stamina
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D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Rights principle	<i>“One of the most famous parts of the Declaration of Independence states that people have certain rights, including life, liberty, and the pursuit of happiness.” (paragraph 7)</i>	A 26-word sentence combines document reference, attribution, and an abstract list of rights.
War and commitment	<i>“Even during these hardships, many soldiers continued fighting because they believed in the cause of independence.” (paragraph 11)</i>	Connects hardship, persistence, and motivation through contrast and cause.
Competing government views	<i>“Some wanted a stronger national government, while others wanted more power to remain with the states.” (paragraph 17)</i>	Requires students to compare positions within the same leadership group.
Adaptability	<i>“They created a process that would allow the Constitution to be amended while still protecting important principles.” (paragraph 21)</i>	Introduces change over time and the balance between flexibility and stability.
Cooperation and legacy	<i>“Their ability to compromise helped them accomplish goals that would have been impossible alone.” (paragraph 26)</i>	Supports a significant inference about the relationship between disagreement, cooperation, and national outcomes.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Very rich evidence across grievances, documents, war, government weaknesses, debate, branches, elections, amendment, public service, and legacy.
Inferential opportunities	Why flexibility matters in a constitution; how compromise supports shared goals; how historical choices affect future generations.
Cross-paragraph evidence	Strong whole-text claims require evidence from the independence, war, constitutional, and legacy sections.
Author's craft opportunities	Contrasting viewpoints, chronological transitions, recurring problem-solution structure, and final synthesis.
Writing value	Excellent foundation for an ECR with a thesis (central idea) and evidence categories addressing independence, government design, and cooperation.

F. Teacher-Facing Instructional Guidance

- Teach the passage across multiple lessons using a visible timeline that remains posted throughout the module.
- Use a two-column document chart comparing the Declaration of Independence with the Constitution.
- Require an evidence matrix organized by independence, government design, cooperation, and lasting influence before students draft.

G. Formal Placement Rationale

Passage Set 8 Module Progression Summary

How recurring civic content supports increasingly complex historical reasoning

MODULE	KNOWLEDGE / STAMINA EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
1 - Low	Establish the anchor timeline: British rule, Declaration, Revolution, Constitution, legacy.	Locate evidence for two ways leaders helped create the nation.	SCR with a reason and two supporting details.
2 - Medium	Add political voice, cooperation, careful wording, and divided power.	Connect evidence from the independence and government sections.	Paragraph explaining how ideas and cooperation shaped change.
3 - High	Organize competing views, war, government design, elections, and principles.	Categorize evidence across four historical phases.	Multi-reason response using three sections of the text.
4 - Very High	Sustain the full chronology and integrate compromise, amendment, service, and legacy.	Synthesize evidence from independence, war, Constitution, and present-day influence.	ECR with thesis (central idea), evidence categories, explanation, and inference.

Set 8 Instructional Rationale

Because civic language is abstract and historically specific, the repeated-content structure is essential. A persistent timeline, document comparison, and vocabulary map should remain visible across all four modules. The progression should be judged by students' increasing ability to maintain sequence, compare viewpoints, connect causes and outcomes, and use evidence from distant parts of the passage.

Cross-Set Teacher Guidance

Using Cluster 4 as a coherent supplemental reading and writing progression

Key Instructional Findings

Recommended Repeated Routine

STEP	TEACHER AND STUDENT ACTION
1. Activate	Recall the stable topic, essential vocabulary, and prior module's central idea.
2. Preview	Identify the new paragraph span, subtopics, and vocabulary before reading.
3. Read	Use an instructional mode appropriate to the level: guided, partner, chunked, or multi-session.
4. Retrieve	Mark exact evidence and record paragraph locations.
5. Connect	Explain how two or more details relate through cause, sequence, contrast, or example.
6. Write	Use a claim or thesis (central idea), reasons, evidence, explanation, and significant inference appropriate to the module.
7. Compare	Name what the new version added and how the added information changed the possible response.

Evidence and Writing Progression

LEVEL	EVIDENCE LOCATION	EXPECTED REASONING	APPROPRIATE PRODUCT
Low	Local or adjacent paragraphs	Identify and explain one clear relationship.	Short constructed response
Medium	Two or more nonadjacent paragraphs	Connect repeated and newly added information.	Evidence paragraph
High	Several sections or historical/scientific phases	Categorize evidence and explain relationships.	Multi-reason response
Very High	Whole text	Synthesize evidence, qualify ideas, and make a larger inference.	Extended constructed response

Publication Verification Record

Final checks before external distribution or formal certification

STATUS / RECORD

Completed for this teacher-facing analysis

Repeat if any passage wording changes

Pending; replace planning estimates when available

Repeat if any passage wording changes

Confirm after final layout of student passages

Included in each passage report

Complete within local adoption process

Teacher Publication Checklist

- ☐ Confirm the passage title and stamina label.
- ☐ Confirm final word count after any editing.
- ☐ Retain at least one direct passage example for each qualitative rating.
- ☐ Identify the intended reading mode and number of readings.
- ☐ Match the written-response demand to the module stamina level.
- ☐ Document vocabulary, morphology, and sentence-level scaffolds.
- ☐ Preserve paragraph numbering so evidence locations remain auditable.

References

[1] Achieve the Core. Informational Texts Qualitative Analysis Tool.

[2] Institute of Education Sciences, What Works Clearinghouse. Improving Reading Comprehension in Kindergarten Through 3rd Grade.

Final Determination

Cluster 4 is appropriate as a supported Grade 3 supplemental progression when teachers preserve conceptual continuity, explicitly teach technical and civic vocabulary, adjust reading mode to the stamina level, and require increasingly distributed evidence in writing. The passages should be described as a progression in stamina, knowledge, evidence integration, and task complexity rather than as a sequence in which every quantitative formula must rise in each module.