

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 6 Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 6
CHARACTER AND CITIZENSHIP PROGRESSION

Text Complexity and Reading Stamina

EVIDENTIARY REPORT PACKAGE

PASSAGE SET 11	CRASH	LOW TO VERY HIGH
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PASSAGE SET 12	THE GOOD CITIZEN	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 realistic-fiction narrative families across four stamina levels

Package Contents

Scope, organization, and intended instructional use

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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 6 passage separately while also explaining how the two realistic-fiction narrative families progress across four weekly modules. The report distinguishes linguistic readability from reading stamina, narrative-beat span, character reasoning, evidence distance, theme development, and writing-task complexity.

Source Set Overview

PASSAGE SET	STABLE CONTENT	PRIMARY INSTRUCTIONAL EXPANSION
Passage Set 11: Crash	Amina, a classroom plant project, an accidental broken jar, a temptation to remain silent, an honest admission, shared repair, trust, responsibility, and a citizenship lesson.	Each module adds science and plant-study context, higher emotional stakes, sensory pacing, internal conflict, remembered advice, peer dialogue, safety and repair details, class reflection, trust, and theme development.
Passage Set 12: The Good Citizen	Maya, a weekly animal-shelter responsibility, Rusty, rushed work, a forgotten feeding, realization, return, corrective action, dependability, and citizenship.	Each module adds shelter mission and routines, animal backgrounds, manager trust, time pressure, internal questioning, consequences, honest accountability, systematic rechecking, prevention, and lasting character growth.

Source-Fidelity Note

The supplied Cluster 6 source contains four overlapping versions of Crash and four overlapping versions of The Good Citizen. This report preserves the exact Low, Medium, High, and Very High sequence, analyzes all eight selections independently, and uses the supplied passage language and paragraph-beat structure as the basis for word counts, evidence quotations, and instructional determinations.

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Overall Purpose Statement

Using stable narrative content to build stamina, character reasoning, evidence distance, and written synthesis

Official Cluster 6 Purpose Statement

The Writing Academy®, LLC Cluster 6 sequence intentionally controls plot novelty while gradually increasing the amount of text students must sustain, retain, organize, and use. Students revisit the same central character, setting, initiating problem, moral decision, consequences, and theme, yet every new version adds paragraph beats, descriptive detail, dialogue, internal thought, relationships, and evidence opportunities. Prior story knowledge therefore becomes a support rather than requiring students to rebuild a new narrative framework each week. This design allows teachers to increase reading stamina, evidence retrieval, inferential reasoning, character analysis, theme development, and written synthesis while preserving conceptual continuity.

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

The sequence is not repeated reading of an identical story. It is a spiral expansion: the central plot remains recognizable, but the narrative load grows. Familiarity reduces the burden of an entirely new storyline, while added dialogue, thought, action, and reflection prevent the work from becoming a memory-only task.

What Remains Stable and What Intentionally Increases

STABLE ACROSS WEEKS	INTENTIONALLY INCREASES ACROSS WEEKS
Central character, setting, problem, choice, and outcome	Total words, sentences, paragraph beats, and reading time
Repeated high-value vocabulary, relationships, and responsibilities	Descriptive language, dialogue, internal thought, and abstract reflection
Core action-thought-choice-consequence narrative	Number and distance of plot and theme evidence locations
Central citizenship theme and recurring moral question	Working-memory load, stamina, and organizational demand
Familiar evidence categories for discussion	Inferential, analytical, and written-response demand

Four-Week Instructional Progression

PRIMARY READING GOAL	EVIDENCE AND WRITING GOAL	RECOMMENDED TEACHER MOVE
Establish character, setting, conflict, choice, and theme.	Identify the central problem and locate explicit evidence of action and outcome.	Model plot gist, vocabulary, and evidence selection.
Sustain comprehension across a longer narrative.	Connect repeated plot events with newly added thoughts, dialogue, and consequences.	Color-code repeated and new information.
Maintain a coherent mental model across many narrative beats.	Integrate evidence from different plot phases to explain motivation and change.	Chunk the text and build a cumulative character-evidence chart.
Sustain, organize, and synthesize the full narrative.	Develop a controlling idea supported by several evidence categories and theme analysis.	Teach across multiple sessions and rehearse reasoning orally.

Research Basis and Measurement Protocol

How The Writing Academy®, LLC Cluster 6 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. Proper names, abstract citizenship terms, and multisyllabic vocabulary can elevate the result; frequent dialogue and short pacing sentences can lower it. 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 "Fiction - 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 supplied line breaks; because these narratives often isolate dialogue, action, and thought, the report describes them as paragraphs / narrative beats.
- 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 6 planning estimates fall within that band; The Good Citizen Low Stamina estimate is slightly above it at approximately 850L. The passages should still be treated as supported instructional texts rather than universal independent-reading placements. Literary meaning, narrative structure, reader experience, task demand, and scaffolding must remain part of the decision [1].

Master Quantitative Comparison

Calculated statistics and professional planning estimates across all eight passages

Passage Set 11: Crash

LEVEL	WORDS	SENT.	PARA./BEATS	AVG. SENT.	3+ SYL.	F-K
Low	223	31	9	7.2	10.8%	4.3
Medium	805	99	40	8.1	11.3%	5.0
High	1,142	149	93	7.7	11.4%	5.2
Very High	1,542	199	147	7.7	12.5%	5.6

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Passage Set 12: The Good Citizen

LEVEL	WORDS	SENT.	PARA./BEATS	AVG. SENT.	3+ SYL.	F-K
Low	271	22	6	12.3	8.1%	5.8
Medium	863	87	50	9.9	8.9%	5.4
High	1,249	149	112	8.4	10.2%	5.2
Very High	1,433	155	99	9.2	11.2%	5.7

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

What the Numbers Demonstrate

- Crash expands from 223 to 1,542 words, a 6.91-fold increase. Three-or-more-syllable density rises from 10.8 percent to 12.5 percent.
- The Good Citizen expands from 271 to 1,433 words, a 5.29-fold increase. Three-or-more-syllable density rises from 8.1 percent to 11.2 percent.
- The Crash set becomes increasingly complex through internal conflict, dialogue, sensory pacing, trust, teamwork, and explicit theme development. The Good Citizen set adds increasingly detailed shelter routines, dependability, consequences, accountability, and prevention.
- Low stamina identifies passage length within the sequence; it does not mean low linguistic or conceptual complexity. The Good Citizen Low Stamina passage contains the longest average sentence length in its set and receives the highest numerical estimate.

Passage Set 11: Crash

Set-level progression and instructional interpretation

This realistic-fiction sequence moves from a concise classroom accident and moral decision to an extended narrative about science learning, internal conflict, honesty, peer support, safe repair, trust, and good citizenship. The stable action-thought-choice-consequence chain helps students maintain plot understanding while later versions add more descriptive detail, dialogue, paragraph beats, reflection, and increasingly distant evidence.

WORDS	PARAGRAPH BEATS	PRIMARY ADDED DEMAND
223	9	Anchor setting, accident, hesitation, admission, cleanup, and explicit citizenship message
805	40	Plant-study background, extended internal debate, peer reassurance, repair of the plant, and class discussion
1,142	93	Expanded pacing, remembered advice, citizenship knowledge, detailed teamwork, and character reflection
1,542	147	Full science context, sensory and emotional detail, trust lesson, safety response, class synthesis, and whole-text theme

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Recommended Teacher Lens

Across all four versions, ask three recurring questions: What problem does Amina cause? What thoughts and values influence her decision to tell the truth? How do her choice and the class response help make things right and reveal the story's message about citizenship? Reusing these questions allows students to compare what remains stable with what each longer version adds.

Crash - Low Stamina Report

Grade 3 fiction | Passage 11A | Teacher-facing text complexity evidentiary profile

Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 9 story beats built from 31 sentences, and here is how the sentences fall within each beat.

Beat	Sentences
Beat 1	Sentences 1 through 4
Beat 2	Sentences 5 through 8
Beat 3	Sentences 9 through 12
Beat 4	Sentences 13 through 16
Beat 5	Sentences 17 through 21
Beat 6	Sentences 22 through 25
Beat 7	Sentences 26 through 27
Beat 8	Sentences 28 through 29
Beat 9	Sentences 30 through 31

Establishes the anchor narrative: a classroom accident creates a private moral choice; Amina admits what happened, classmates help repair the damage, and the story states a clear citizenship message.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Literary realistic fiction / classroom narrative with internal conflict, cause and effect, and an explicit citizenship theme
223 total words; 137 unique words
31 sentences; 9 separated paragraphs / narrative beats
7.2 words average; 18 words longest
2 sentences of 15+ words; 0 of 20+ words; 0 of 25+ words
1 syllable: 151 (67.7%); 2 syllables: 48 (21.5%); 3+ syllables: 24 (10.8%)
24 occurrences; 13 unique forms; 10.8% of passage words
4.3 - corroborating formula only; not a placement decision
1.9-2.2 minutes at 100-120 wpm; Week 1 anchor text; guided close reading, partner reading, or supported independent reading

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderately Low	The message is explicit: honesty and responsibility help people repair mistakes. The principal inference is why Amina is tempted to remain silent.
Narrative structure / cohesion	Moderately Low	Nine paragraphs follow a clear sequence: classroom setting, accident, hesitation, confession, response, cleanup, lesson, and reflection.
Language / craft demand	Moderate	Mostly direct language is combined with science and citizenship terms, dialogue, internal-state language, and the onomatopoeic interruption "Crash!"
Knowledge / experience demand	Moderately Low	Students draw on familiar classroom experiences plus basic knowledge of projects, accidents, truth telling, and good citizenship.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Reader / task demand	Moderate	Evidence is local, but students must connect Amina's private thought in paragraph 3 with her choice, the class response, and the final message.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	science project; glass jar; accident; honest; responsibility; citizen; honesty; mistake	
Three-or-more-syllable examples	Amina, afternoon, Ramirez, quietly, Diego, everyone, exactly, anyone, accidents, responsibility, citizen, honesty	
Morphology	honest -> honesty; responsible -> responsibility; citizen -> citizenship concept; accident -> accidents; help -> helping / helped	
Spelling / orthographic patterns	proper names Amina, Mrs. Ramirez, Diego, Mei, and Jamal; contractions and possessives; -tion and -ity endings; inflectional -ed and -ing; dialogue punctuation	
Syntax / cohesion signals	one afternoon, as, while, for a moment, later, soon; repeated Amina/she/her reference chain; dialogue marks the question, confession, and lesson	
Passage 11A continued	Crash	Low Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Setting and responsibility	"Amina loved helping in her classroom." (paragraph 1)	Introduces a helpful character whose later decision can be evaluated against an established trait.
Initiating event	"While reaching for a green marker, Amina's elbow bumped the table. Crash!" (paragraph 2)	Creates the external problem and uses sound to interrupt the calm classroom scene.
Internal conflict	"For a moment, Amina wondered if she should stay quiet." (paragraph 3)	Makes the moral decision visible and supports inference about fear and temptation.
Responsible choice	"I bumped the table and knocked it over. I didn't mean to." (paragraph 5)	Shows direct ownership of the action without claiming harmful intent.
Theme and outcome	"She had made a mistake, but her honesty helped make things right." (paragraph 9)	Connects the character's choice with the resolution and central message.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Setting, accident, hesitation, confession, supportive response, cleanup, citizenship lesson, and pride.
Inferential opportunities	Why Amina considers silence; what raising her hand reveals; why she feels proud after making a mistake.
Cross-paragraph evidence	Paragraph 3 can be connected with paragraphs 5-9 to explain character choice, consequence, and theme.
Author's craft opportunities	Onomatopoeia, brief dialogue, chronological pacing, internal-state language, and contrast between fear and pride.
Writing value	Moderate-to-rich evidence for an SCR explaining how Amina demonstrates honesty or responsibility.

F. Teacher-Facing Instructional Guidance

- Use a five-part organizer: setting, accident, thought, choice, outcome.
- Have students compare paragraph 3 with paragraph 5 to explain how Amina moves from hesitation to responsibility.
- Read the "Crash!" moment and dialogue aloud, then require one exact detail and an explanation in the written response.

G. Formal Placement Rationale

Instructional Determination

The low-stamina passage contains 223 words in 9 paragraphs. Its estimated 625L planning measure reflects very short average sentences combined with science and citizenship vocabulary. The narrative path is clear and evidence remains local: the accident, internal hesitation, confession, class support, and final lesson are easy to locate. With brief vocabulary preparation and an action-thought-choice organizer, the story is appropriate for Grade 3 supplemental instruction as a Week 1 anchor and supports a short evidence-based explanation of how Amina shows honesty and responsibility.

Crash - Medium Stamina Report

Grade 3 fiction / Passage 11B / Teacher-facing text complexity evidentiary profile

Passage 11B	Crash	Medium Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 40 story beats built from 99 sentences, and here is how the sentences fall within each beat.

Beat 1 Sentences 1 through 4	Beat 11 Sentences 33 through 34	Beat 20 Sentences 54 through 57	Beat 31 Sentence 77
Beat 2 Sentences 5 through 9	Beat 12 Sentences 35 through 36	Beat 21 Sentence 58	Beat 32 Sentence 78
Beat 3 Sentences 10 through 13	Beat 13 Sentences 37 through 40	Beat 22 Sentence 59	Beat 33 Sentence 79
Beat 4 Sentences 14 through 17	Beat 14 Sentences 41 through 43	Beat 23 Sentence 60	Beat 34 Sentences 80 through 81
Beat 5 Sentence 18	Beat 15 Sentence 44	Beat 24 Sentences 61 through 62	Beat 35 Sentence 82
Beat 6 Sentence 19	Beat 16 Sentence 45	Beat 25 Sentences 63 through 67	Beat 36 Sentences 83 through 86
Beat 7 Sentence 20	Beat 17 Sentences 46 through 49	Beat 26 Sentences 68 through 70	Beat 37 Sentence 87
Beat 8 Sentence 21	Beat 18 Sentences 50 through 51	Beat 27 Sentence 71	Beat 38 Sentences 88 through 92
Beat 9 Sentences 22 through 26	Beat 19 Sentences 52 through 53	Beat 28 Sentence 72	Beat 39 Sentences 93 through 96
Beat 10 Sentences 27 through 32		Beat 29 Sentences 73 through 74	Beat 40 Sentences 97 through 99
		Beat 30 Sentences 75 through 76	

Retains the anchor plot while adding plant-study context, sensory detail, a longer internal debate, peer reassurance, safe cleanup, repair of the plant, and explicit reflection on courage and citizenship.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Literary realistic fiction / expanded classroom narrative with internal conflict, dialogue, repair, and explicit theme development

805 total words; 345 unique words

99 sentences; 40 separated paragraphs / narrative beats

8.1 words average; 22 words longest

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

1 syllable: 527 (65.5%); 2 syllables: 187 (23.2%); 3+ syllables: 91 (11.3%)

91 occurrences; 42 unique forms; 11.3% of passage words

5.0 - corroborating formula only; not a placement decision

6.7-8.1 minutes at 100-120 wpm; Week 2 supported whole-text reading; chunking, rereading, and evidence marking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderate	The theme remains explicit, but students must follow how remembered advice, fear, honesty, peer support, and repair work together.
Narrative structure / cohesion	Moderate	Forty paragraph beats alternate description, short action lines, dialogue, reflection, and a class discussion across four clear plot phases.
Language / craft demand	Moderate	Science terms, emotion words, dialogue, repeated possibilities beginning with "Maybe," and contrast words such as but and however increase the language load.
Knowledge / experience demand	Moderate	Students integrate plant observations, sunlight, broken-glass safety, classroom cooperation, trust, responsibility, and citizenship.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Reader / task demand	Moderately High	Students must connect early science context with Amina's internal debate, the repair sequence, and the lesson stated near the end of a much longer text.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	observations; science journals; sunlight; survive; nervous; admitted; responsibility; agreement; container; discussion; courage	
Three-or-more-syllable examples	observations, creating, labeling, coloring, carefully, unusually, completely, remembered, important, difficult, character, admitted, considered, responsibility, agreement, container, discussion, embarrassed	
Morphology	observe -> observations; admit -> admitted; agree -> agreement; responsible -> responsibility; discuss -> discussion; care -> carefully; complete -> completely	
Spelling / orthographic patterns	proper names and dialogue punctuation; -tion, -ment, -ly, and -ible forms; contractions; repeated inflectional -ed and -ing; science words sunlight and container	
Syntax / cohesion signals	earlier that week, while, for a moment, for a few seconds, but, instead, although, after, later; repeated maybe clauses show competing possibilities	
Passage 11B continued	Crash	Medium Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Value of the project	"Students had planted seeds and recorded observations in their science journals." (paragraph 2)	Raises the stakes by showing that the plant represents ongoing class work.
Internal decision process	"She remembered a lesson her parents often talked about at home." (paragraph 13)	Introduces prior values that influence the character's decision.
Temptation and choice	"Maybe the class would move on without knowing what had happened." (paragraph 14)	Makes the dishonest alternative explicit so students can compare it with the later confession.
Repair and cooperation	"Together, the students worked to clean the area." (paragraph 25)	Shows that truth telling leads to shared action rather than punishment alone.
Theme synthesis	"Sometimes it takes courage to admit a mistake." (paragraph 40)	Extends the theme from honesty to courage, responsibility, and citizenship.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Rich evidence across science context, accident, fear, remembered advice, confession, peer response, cleanup, plant repair, and reflection.
Inferential opportunities	Why the project matters; why Amina imagines silence; how peer responses reduce fear; why honesty restores trust.
Cross-paragraph evidence	A strong response can connect paragraphs 2-4, 9-20, 25-28, and 36-40.
Author's craft opportunities	Pacing through isolated lines, repeated possibilities, dialogue, sensory detail, transition from silence to cheering, and concluding reflection.
Writing value	Rich evidence for an evidence paragraph explaining how Amina's honesty changes the outcome.

F. Teacher-Facing Instructional Guidance

- Chunk the text into setup and accident, internal decision, repair, and reflection.
- Color-code Amina's thoughts, her actions, and other characters' responses so students can trace cause and effect.
- Require evidence from both the decision section and the repair or reflection section.

G. Formal Placement Rationale

Instructional Determination

The medium-stamina passage contains 805 words across 40 paragraphs / beats. Its estimated 675L remains within the Grade 2-3 planning band, but the instructional demand is much greater than the Low version because students track plant-study context, a sustained internal debate, multiple speakers, safe cleanup, plant repair, and a class reflection. Evidence is distributed across setup, dilemma, action, and outcome. With chunking, color-coded thought/action evidence, and rereading, the text is appropriate for Grade 3 supplemental instruction focused on stamina and an evidence paragraph.

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Crash - High Stamina Report

Grade 3 fiction | Passage 11C | Teacher-facing text complexity evidentiary profile

Passage 11C	Crash	High Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 93 story beats built from 149 sentences, and here is how the sentences fall within each beat.

Beat 1 Sentences 1 through 4	Beat 3 Sentences 10 through 15	Beat 5 Sentences 22 through 25	Beat 8 Sentences 28 through 29
Beat 2 Sentences 5 through 9	Beat 4 Sentences 16 through 21	Beat 6 Sentence 26	Beat 9 Sentence 30
		Beat 7 Sentence 27	Beat 10 Sentence 31

Beat 11 Sentence 32	Beat 30 Sentences 64 through 66	Beat 50 Sentence 95	Beat 71 Sentence 123
Beat 12 Sentence 33	Beat 31 Sentence 67	Beat 51 Sentence 96	Beat 72 Sentence 124
Beat 13 Sentence 34	Beat 32 Sentence 68	Beat 52 Sentence 97	Beat 73 Sentences 125 through 126
Beat 14 Sentences 35 through 37	Beat 33 Sentence 69	Beat 53 Sentence 98	Beat 74 Sentences 127 through 129
Beat 15 Sentence 38	Beat 34 Sentences 70 through 73	Beat 54 Sentence 99	Beat 75 Sentence 130
Beat 16 Sentence 39	Beat 35 Sentences 74 through 75	Beat 55 Sentences 100 through 101	Beat 76 Sentence 131
Beat 17 Sentences 40 through 41	Beat 36 Sentences 76 through 77	Beat 56 Sentence 102	Beat 77 Sentence 132
Beat 18 Sentences 42 through 45	Beat 37 Sentences 78 through 79	Beat 57 Sentence 103	Beat 78 Sentence 133
Beat 19 Sentence 46	Beat 38 Sentence 80	Beat 58 Sentence 104	Beat 79 Sentence 134
Beat 20 Sentences 47 through 50	Beat 39 Sentences 81 through 82	Beat 59 Sentences 105 through 106	Beat 80 Sentence 135
Beat 21 Sentences 51 through 52	Beat 40 Sentence 83	Beat 60 Sentence 107	Beat 81 Sentence 136
Beat 22 Sentences 53 through 54	Beat 41 Sentence 84	Beat 61 Sentences 108 through 109	Beat 82 Sentence 137
Beat 23 Sentence 55	Beat 42 Sentence 85	Beat 62 Sentences 110 through 111	Beat 83 Sentence 138
Beat 24 Sentence 56	Beat 43 Sentence 86	Beat 63 Sentences 112 through 113	Beat 84 Sentence 139
Beat 25 Sentence 57	Beat 44 Sentences 87 through 88	Beat 64 Sentence 114	Beat 85 Sentence 140
Beat 26 Sentences 58 through 59	Beat 45 Sentence 89	Beat 65 Sentence 115	Beat 86 Sentence 141
Beat 27 Sentence 60	Beat 46 Sentence 90	Beat 66 Sentence 116	Beat 87 Sentence 142
Beat 28 Sentence 61	Beat 47 Sentence 91	Beat 67 Sentence 117	Beat 88 Sentence 143
Beat 29 Sentences 62 through 63	Beat 48 Sentences 92 through 93	Beat 68 Sentences 118 through 119	Beat 89 Sentence 144
	Beat 49 Sentence 94	Beat 69 Sentence 120	Beat 90 Sentence 145
		Beat 70 Sentences 121 through 122	Beat 91 Sentence 146
			Beat 92 Sentences 147 through 148
			Beat 93 Sentence 149

Expands the narrative into a detailed science setting, slower accident sequence, sustained internal conflict, remembered family and citizenship lessons, peer support, plant rescue, class discussion, and character reflection.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Literary realistic fiction / extended narrative with internal conflict, dialogue, character development, and citizenship theme

1,142 total words; 430 unique words

149 sentences; 93 separated paragraphs / narrative beats

7.7 words average; 21 words longest

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

1 syllable: 712 (62.3%); 2 syllables: 300 (26.3%); 3+ syllables: 130 (11.4%)

130 occurrences; 55 unique forms; 11.4% of passage words

5.2 - corroborating formula only; not a placement decision

9.5-11.4 minutes at 100-120 wpm; Week 3 chunked or multi-session reading; cumulative plot and evidence tracking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderately High	The message is explicit, but students must synthesize courage, honesty, responsibility, trust, teamwork, and the way responses to mistakes reveal character.
Narrative structure / cohesion	Moderately High	Ninety-three paragraph beats slow the action, separate thoughts and dialogue, and move through setup, accident, dilemma, decision, repair, discussion, and reflection.
Language / craft demand	Moderate	Sentences are short, yet the text adds science vocabulary, internal monologue, repeated worry statements, quotation shifts, and several causal and contrast relationships.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Knowledge / experience demand	Moderate	Students integrate plant science, classroom safety, social expectations, citizenship, responsibility, trust, and community problem solving.
Reader / task demand	High	Students must maintain a coherent plot across many short beats and retrieve evidence from widely separated sections to explain motivation, change, and theme.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	observations; nutrients; observe; occasional; scattered; disappointed; citizenship; responsibility; dustpan; container; communities	
Three-or-more-syllable examples	observations, comparing, nutrients, especially, underground, occasional, encourage, excellent, container, possible, disappointed, remembered, citizenship, responsibility, admitted, carefully, discussion, communities	
Morphology	observe -> observations; compare -> comparing; citizen -> citizenship / citizens; responsible -> responsibility; disappoint -> disappointed; continue -> continued; damage -> damaged	
Spelling / orthographic patterns	proper names; contractions and possessives; -tion, -ity, -ment, -ible, and -ly endings; dialogue punctuation; repeated simple sentences used as pacing beats	
Syntax / cohesion signals	a few minutes later, for a moment, if, but, another part, instead, soon, fortunately, when, once; repeated she worried clauses and clear Amina/she reference chains	
Passage 11C continued	Crash	High Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Raised stakes	"She knew the class had spent weeks caring for the plant." (paragraph 20)	Explains why the accident feels consequential and why Amina fears disappointment.
Competing choices	"Part of her wanted to stay silent." (paragraph 25)	Names one side of the internal conflict before the text presents honesty as the alternative.
Value recalled	"Sometimes it takes courage." (paragraph 29)	Connects a family lesson to the decision Amina is about to make.
Collective repair	"Working together, the class quickly cleaned the area." (paragraph 50)	Shows the practical result of honesty, support, and shared responsibility.
Theme synthesis	"Honesty helps people trust one another. Responsibility helps solve problems." (paragraph 74)	States two related ideas students can support with evidence from the full narrative.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Extensive evidence across science learning, accident pacing, fear, remembered advice, confession, peer response, repair, discussion, and reflection.
Inferential opportunities	How the value of the plant increases fear; why the teacher responds calmly; how honesty changes Amina's physical and emotional state.
Cross-paragraph evidence	Claims can draw from paragraphs 1-20 for stakes, 24-37 for decision, 41-60 for repair, and 62-93 for lesson and change.
Author's craft opportunities	Slow-motion pacing, onomatopoeia, isolated sentence fragments, repeated worry, dialogue, contrast, and cumulative thematic statements.
Writing value	Very rich evidence for a multi-reason response about how thought, choice, and community response reveal character.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into four sections: classroom and stakes, internal conflict, repair, and reflection.
- Track repeated worry statements and the later shift to relief, pride, and trust.
- Use an evidence matrix with thought, action, response, and lesson before students draft a multi-reason response.

G. Formal Placement Rationale

Instructional Determination

The high-stamina passage contains 1,142 words and 93 separated narrative beats. Its estimated 650L is slightly lower than the Medium version because many action and thought units are intentionally short. Overall complexity nevertheless rises substantially: students maintain a long plot, interpret repeated worries, connect remembered family and citizenship lessons to Amina's choice, and integrate evidence from repair and reflection. With sectioning, a character-evidence matrix, and multi-session reading as needed, the passage is appropriate for Grade 3 supplemental instruction and multi-reason writing.

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Crash - Very High Stamina Report

Grade 3 fiction | Passage 11D | Teacher-facing text complexity evidentiary profile

Passage 11D	Crash	Very High Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 147 story beats built from 199 sentences, and here is how the sentences fall within each beat.

Beat 1 Sentences 1 through 4	Beat 3 Sentences 10 through 13	Beat 5 Sentences 19 through 21	Beat 7 Sentences 26 through 29
Beat 2 Sentences 5 through 9	Beat 4 Sentences 14 through 18	Beat 6 Sentences 22 through 25	Beat 8 Sentence 30
			Beat 9 Sentence 31

Beat 10 Sentences 32 through 34	Beat 42 Sentence 72	Beat 72 Sentences 114 through 115	Beat 105 Sentences 151 through 152
Beat 11 Sentences 35 through 36	Beat 43 Sentences 73 through 74	Beat 73 Sentence 116	Beat 106 Sentences 153 through 154
Beat 12 Sentences 37 through 38	Beat 44 Sentence 75	Beat 74 Sentence 117	Beat 107 Sentence 155
Beat 13 Sentence 39	Beat 45 Sentence 76	Beat 75 Sentence 118	Beat 108 Sentence 156
Beat 14 Sentence 40	Beat 46 Sentences 77 through 78	Beat 76 Sentence 119	Beat 109 Sentence 157
Beat 15 Sentence 41	Beat 47 Sentences 79 through 80	Beat 77 Sentence 120	Beat 110 Sentence 158
Beat 16 Sentence 42	Beat 48 Sentence 81	Beat 78 Sentence 121	Beat 111 Sentence 159
Beat 17 Sentence 43	Beat 49 Sentence 82	Beat 79 Sentence 122	Beat 112 Sentences 160 through 161
Beat 18 Sentence 44	Beat 50 Sentence 83	Beat 80 Sentence 123	Beat 113 Sentence 162
Beat 19 Sentence 45	Beat 51 Sentence 84	Beat 81 Sentences 124 through 125	Beat 114 Sentence 163
Beat 20 Sentence 46	Beat 52 Sentence 85	Beat 82 Sentence 126	Beat 115 Sentence 164
Beat 21 Sentence 47	Beat 53 Sentences 86 through 87	Beat 83 Sentence 127	Beat 116 Sentence 165
Beat 22 Sentence 48	Beat 54 Sentence 88	Beat 84 Sentence 128	Beat 117 Sentence 166
Beat 23 Sentence 49	Beat 55 Sentence 89	Beat 85 Sentence 129	Beat 118 Sentence 167
Beat 24 Sentence 50	Beat 56 Sentence 90	Beat 86 Sentences 130 through 131	Beat 119 Sentences 168 through 169
Beat 25 Sentences 51 through 52	Beat 57 Sentence 91	Beat 87 Sentence 132	Beat 120 Sentences 170 through 172
Beat 26 Sentence 53	Beat 58 Sentence 92	Beat 88 Sentence 133	Beat 121 Sentence 173
Beat 27 Sentence 54	Beat 59 Sentences 93 through 94	Beat 89 Sentence 134	Beat 122 Sentence 174
Beat 28 Sentence 55	Beat 60 Sentence 95	Beat 90 Sentence 135	Beat 123 Sentence 175
Beat 29 Sentence 56	Beat 61 Sentence 96	Beat 91 Sentence 136	Beat 124 Sentence 176
Beat 30 Sentence 57	Beat 62 Sentences 97 through 99	Beat 92 Sentence 137	Beat 125 Sentence 177
Beat 31 Sentences 58 through 60	Beat 63 Sentence 100	Beat 93 Sentence 138	Beat 126 Sentence 178
Beat 32 Sentence 61	Beat 64 Sentence 101	Beat 94 Sentences 139 through 140	Beat 127 Sentence 179
Beat 33 Sentence 62	Beat 65 Sentence 102	Beat 95 Sentence 141	Beat 128 Sentence 180
Beat 34 Sentence 63	Beat 66 Sentences 103 through 106	Beat 96 Sentence 142	Beat 129 Sentence 181
Beat 35 Sentence 64	Beat 67 Sentence 107	Beat 97 Sentence 143	Beat 130 Sentence 182
Beat 36 Sentences 65 through 66	Beat 68 Sentence 108	Beat 98 Sentence 144	Beat 131 Sentence 183
Beat 37 Sentence 67	Beat 69 Sentences 109 through 110	Beat 99 Sentence 145	Beat 132 Sentence 184
Beat 38 Sentence 68	Beat 70 Sentences 111 through 112	Beat 100 Sentence 146	Beat 133 Sentence 185
Beat 39 Sentence 69	Beat 71 Sentence 113	Beat 101 Sentence 147	Beat 134 Sentence 186
Beat 40 Sentence 70		Beat 102 Sentence 148	Beat 135 Sentence 187
Beat 41 Sentence 71		Beat 103 Sentence 149	Beat 136 Sentence 188
		Beat 104 Sentence 150	

Beat 137 Sentence 189	Beat 140 Sentence 192	Beat 143 Sentence 195	Beat 146 Sentence 198
Beat 138 Sentence 190	Beat 141 Sentence 193	Beat 144 Sentence 196	Beat 147 Sentence 199
Beat 139 Sentence 191	Beat 142 Sentence 194	Beat 145 Sentence 197	

Presents the fullest version of the story, adding detailed science learning, sensory pacing, extended self-questioning, a grandmother's trust lesson, safe cleanup, plant recovery, class synthesis, and a whole-text statement about honest citizenship.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Literary realistic fiction / sustained narrative of internal conflict, accountability, teamwork, trust, and character growth
1,542 total words; 529 unique words
199 sentences; 147 separated paragraphs / narrative beats
7.7 words average; 19 words longest
15 sentences of 15+ words; 0 of 20+ words; 0 of 25+ words
1 syllable: 943 (61.2%); 2 syllables: 406 (26.3%); 3+ syllables: 193 (12.5%)
193 occurrences; 79 unique forms; 12.5% of passage words
5.6 - corroborating formula only; not a placement decision
12.8-15.4 minutes at 100-120 wpm; Week 4 multi-session whole-text reading; evidence matrix and oral rehearsal

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderately High	Students synthesize several connected meanings: honesty builds trust, responsibility includes repair, teamwork strengthens communities, and good citizenship does not require perfection.
Narrative structure / cohesion	High	One hundred forty-seven paragraph beats create an extended sequence of setting, rising action, slow-motion accident, dilemma, memory, confession, repair, discussion, and reflective resolution.
Language / craft demand	Moderately High	The text combines science and citizenship vocabulary with sensory detail, internal questions, repetition, dialogue, short pacing beats, and several abstract reflections.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Knowledge / experience demand	Moderate	Students connect plant growth, broken-glass safety, trust, citizenship, community support, and the distinction between an accident and the response to it.
Reader / task demand	High	The greatest demand comes from whole-text stamina, paragraph-beat tracking, distant evidence retrieval, and synthesis of Amina's thoughts, actions, relationships, and change.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	observations; nutrients; examine; responsibility; citizenship; uncomfortable; supportive; volunteered; immediately; seriously; communities; challenges	
Three-or-more-syllable examples	observations, reminded, nutrients, encouraged, carefully, examine, divided, colorful, occasional, immediately, embarrassed, considered, uncomfortable, responsibility, supportive, volunteered, seriously, discussion, communities	
Morphology	observe -> observations; honest -> honesty; responsible -> responsibility; citizen -> citizenship; support -> supportive; volunteer -> volunteered; immediate -> immediately; comfort -> uncomfortable	
Spelling / orthographic patterns	proper names and quotations; dense -tion, -ity, -ment, -ive, -able, and -ly forms; contractions; em dash in later reflection; repeated sentence fragments used intentionally for pacing	
Syntax / cohesion signals	at the same moment, for several seconds, maybe, but, fortunately, as, instead, immediately, after, earlier, now, when; repeated thought sequences and long-distance pronoun reference remain clear	
Passage 11D continued	Crash	Very High Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Narrative stakes	"The class had spent weeks caring for the plant." (paragraph 31)	Connects prior science work with the emotional and social importance of the accident.
Temptation	"Maybe she could avoid getting into trouble." (paragraph 40)	States the short-term benefit of silence that competes with honesty.
Trust principle	"Trust is hard to earn but easy to lose." (paragraph 59)	Adds an abstract value that helps explain why the decision matters beyond the broken jar.
Responsible action	"Taking a deep breath, she slowly raised her hand." (paragraph 65)	Marks the turning point from internal conflict to accountable action.
Whole-text message	"Being a good citizen is not about being perfect." (paragraph 145)	Qualifies the theme and frames citizenship as honest response and repair rather than error-free behavior.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Extensive evidence across science context, accident, safety, fear, trust, confession, support, cleanup, plant recovery, discussion, and reflection.
Inferential opportunities	Why calm adult responses matter; how trust affects moral choice; why peer support changes Amina's feelings; how repair differs from perfection.
Cross-paragraph evidence	Whole-text claims require evidence from the science setup, dilemma, remembered values, confession, collective repair, and final reflection.
Author's craft opportunities	Slow-motion action, isolated beats, sensory sound, repeated questions and worries, dialogue, parallel thematic sentences, and a qualified final message.
Writing value	Excellent evidence for an ECR explaining how Amina's decision and the class response develop a theme about citizenship.

F. Teacher-Facing Instructional Guidance

- Teach the passage across multiple sessions with visible phase headings that remain available throughout the week.
- Use a dual tracker for external events and Amina's internal thinking so students can explain how one leads to the other.
- Require evidence from the beginning, decision point, repair sequence, and conclusion before drafting the ECR.

G. Formal Placement Rationale

Instructional Determination

The very-high version contains 1,542 words across 147 paragraphs / narrative beats. Its estimated 675L reflects short sentence-level pacing, not the full instructional burden. Students encounter the greatest volume, the longest evidence-retrieval span, more science and citizenship vocabulary, a trust principle, extended internal conflict, safety and repair detail, community response, and a qualified final theme. With multi-session chunking, thought/action tracking, and evidence collection from the beginning, decision, repair, and conclusion, the text is appropriate for Grade 3 supplemental instruction focused on whole-text stamina and ECR synthesis.

Beat: *a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.*

Passage Set 11 Weekly Progression Summary

How recurring accident, choice, repair, and citizenship content supports increasingly complex reasoning

WEEK	KNOWLEDGE / STAMINA EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
1 - Low	Establish setting, accident, hesitation, confession, repair, and message.	Locate evidence for the problem, choice, result, and theme.	SCR explaining how Amina shows honesty or responsibility.
2 - Medium	Add plant-study context, internal debate, peer response, and class reflection.	Connect evidence from the stakes, decision, repair, and lesson.	Evidence paragraph explaining how honesty changes the outcome.
3 - High	Track slow-motion pacing, remembered values, teamwork, and character change.	Categorize evidence as thought, action, response, and lesson.	Multi-reason response using evidence from several narrative phases.
4 - Very High	Sustain the full narrative and integrate trust, safety, teamwork, and citizenship.	Synthesize whole-text evidence across setup, dilemma, repair, and reflection.	ECR with controlling idea, evidence categories, explanation, and theme.
Set 11 Instructional Rationale Because the plot and theme remain stable, students can devote increasing attention to narrative pacing, internal thought, character motivation, dialogue, cause-and-effect relationships, and the distance between evidence. A persistent action-thought-choice-consequence-theme organizer allows students to compare new details with the established anchor while increasing stamina and written reasoning.			

Recommended Weekly Continuity Tools

- Maintain the same action-thought-choice-consequence-theme organizer each week.
- Record what is repeated and what new details change the reader's understanding of Amina.
- Use paragraph locations so students can retrieve evidence across increasingly distant parts of the story.
- Increase the written product only after students can orally explain how the evidence categories connect.

Passage Set 12: The Good Citizen

Set-level progression and instructional interpretation

This realistic-fiction sequence moves from a six-paragraph responsibility narrative to a sustained account of volunteering, animal care, distraction, error recognition, corrective action, honest accountability, dependability, and improved future behavior. The recurring shelter-duty pattern supports students while later versions add setting, character relationships, repeated internal thought, dialogue, and evidence of lasting change.

WORDS	PARAGRAPH BEATS	PRIMARY ADDED DEMAND
271	6	Anchor volunteer role, rushed mistake, immediate return, repair, and explicit responsibility message
863	50	Shelter and animal context, manager feedback, internal realization, honest admission, and citizenship statements
1,249	112	Dependability praise, park scene, repeated self-questioning, extended repair, reflection, and a checklist
1,433	99	Full shelter mission, manager trust, detailed distraction, consequences for Rusty, accountability, prevention, and character growth

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Recommended Teacher Lens

Across all four versions, ask three recurring questions: What responsibility did Maya accept? How did distraction affect her actions and Rusty? What did Maya do to repair the mistake, and how did the experience change her understanding of a good citizen? These questions keep the central reasoning visible as the evidence becomes more numerous and more widely distributed.

The Good Citizen - Low Stamina Report

Grade 3 fiction / Passage 12A / Teacher-facing text complexity evidentiary profile

Passage 12A	The Good Citizen	Low Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 6 story beats built from 22 sentences, and here is how the sentences fall within each beat.

Beat	Sentences
Beat 1	Sentences 1 through 3
Beat 2	Sentences 4 through 7
Beat 3	Sentences 8 through 11
Beat 4	Sentences 12 through 16
Beat 5	Sentences 17 through 19
Beat 6	Sentences 20 through 22

Establishes the anchor responsibility narrative: Maya volunteers at a dog shelter, rushes her work, forgets to feed Rusty, returns to correct the mistake, and learns that others depend on careful follow-through.

A. Official Passage Profile

DOCUMENTED RESULT
Grade 3 supplemental support; supported instructional reading
Literary realistic fiction / community-service narrative with cause and effect, error, repair, and explicit citizenship theme
271 total words; 152 unique words
22 sentences; 6 separated paragraphs / narrative beats
12.3 words average; 25 words longest
7 sentences of 15+ words; 1 of 20+ words; 1 of 25+ words
1 syllable: 189 (69.7%); 2 syllables: 60 (22.1%); 3+ syllables: 22 (8.1%)
22 occurrences; 19 unique forms; 8.1% of passage words
5.8 - corroborating formula only; not a placement decision
2.3-2.7 minutes at 100-120 wpm; Week 1 anchor text; guided close reading, partner reading, or supported independent reading

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderate	The message is explicit, but students must connect responsibility with dependence, care, follow-through, and the effect of a rushed choice on an animal.
Narrative structure / cohesion	Moderately Low	Six substantial paragraphs follow a direct sequence: volunteer role, duties, distraction, realization, return, and lesson.
Language / craft demand	Moderate	The passage uses longer multi-clause sentences and abstract terms such as responsibility, citizenship, volunteering, trusting, and depended.
Knowledge / experience demand	Moderately Low	Students need basic knowledge of animal care, shelters, volunteering, chores, promises, and why food and water routines matter.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Reader / task demand	Moderate	Students connect Maya's duty in paragraph 2 with the rushed omission, Rusty's dependence, the return, and the final lesson.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	community program; responsibility; citizenship; volunteering; shelter; kennels; exercise; trusting; depended	
Three-or-more-syllable examples	Saturday, community, responsibility, citizenship, volunteering, animals, favorite, important, several, exercise, afternoon, suddenly, terrible, realized, citizen, carefully, especially, depended	
Morphology	volunteer -> volunteering; responsible -> responsibility; citizen -> citizenship; depend -> depended; care -> carefully; measure -> measured	
Spelling / orthographic patterns	proper nouns Maya and Rusty; -tion, -ity, -ing, and -ly endings; compound Saturday; possessives; em dash in the final sentence	
Syntax / cohesion signals	every Saturday, one busy Saturday, later that afternoon, in her hurry, when, as, especially; repeated Maya/she/her and Rusty/he/him chains	
Passage 12A continued	The Good Citizen	Low Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Community role	"The shelter was part of a community program that taught students about responsibility and good citizenship." (paragraph 1)	Establishes the civic purpose against which Maya's later behavior is judged.
Defined responsibility	"She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs." (paragraph 2)	Lists the duties and creates a clear standard for completion.
Distraction	"One busy Saturday, Maya rushed through her chores." (paragraph 3)	Introduces the cause of the mistake and a contrast with careful responsibility.
Consequence recognized	"Rusty had been waiting for her, trusting her to take care of him." (paragraph 4)	Makes the effect of Maya's omission personal and relational.
Theme and change	"Being a good citizen meant doing your job carefully, especially when others depended on you." (paragraph 6)	States the lesson and connects citizenship with dependable action.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Volunteer role, listed duties, rushing, forgotten feeding, worry, return, repair, and lesson.
Inferential opportunities	Why checking the clock affects performance; what Rusty's trust means; why returning matters even after a mistake.
Cross-paragraph evidence	Paragraphs 2-4 establish duty, error, and consequence; paragraphs 5-6 show repair and learning.
Author's craft opportunities	Chronology, a long duty-list sentence, cause and effect, physical reaction, person-animal relationship, and concluding reflection.
Writing value	Rich evidence for an SCR explaining what Maya learns about responsibility.

F. Teacher-Facing Instructional Guidance

- Use a before-and-after timeline: assigned duty, rushed action, realization, return, and lesson.
- Unpack the 25-word duty sentence so students can identify exactly which responsibility was omitted.
- Ask students to distinguish finishing quickly from completing a responsibility carefully.

G. Formal Placement Rationale

Instructional Determination

The low-stamina passage contains 271 words in six substantial paragraphs. Its estimated 850L is the highest in the set because the sentences are longer and contain abstract terms such as responsibility, citizenship, volunteering, and depended. The plot remains direct: Maya accepts a duty, rushes, recognizes the effect on Rusty, returns, and learns a lesson. With sentence unpacking and a duty-mistake-repair organizer, the passage is appropriate for supported Grade 3 supplemental instruction and an SCR explaining what Maya learns.

The Good Citizen - Medium Stamina Report

Grade 3 fiction / Passage 12B / Teacher-facing text complexity evidentiary profile

Passage 12B	The Good Citizen	Medium Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 50 story beats built from 87 sentences, and here is how the sentences fall within each beat.

Beat 1 Sentences 1 through 3	Beat 11 Sentences 32 through 34	Beat 25 Sentence 52	Beat 38 Sentences 70 through 71
Beat 2 Sentences 4 through 8	Beat 12 Sentence 35	Beat 26 Sentence 53	Beat 39 Sentence 72
Beat 3 Sentences 9 through 12	Beat 13 Sentence 36	Beat 27 Sentence 54	Beat 40 Sentences 73 through 75
Beat 4 Sentences 13 through 17	Beat 14 Sentence 37	Beat 28 Sentence 55	Beat 41 Sentence 76
Beat 5 Sentence 18	Beat 15 Sentence 38	Beat 29 Sentence 56	Beat 42 Sentences 77 through 78
Beat 6 Sentences 19 through 20	Beat 16 Sentence 39	Beat 30 Sentence 57	Beat 43 Sentences 79 through 80
Beat 7 Sentences 21 through 22	Beat 17 Sentence 40	Beat 31 Sentence 58	Beat 44 Sentence 81
Beat 8 Sentences 23 through 25	Beat 18 Sentence 41	Beat 32 Sentence 59	Beat 45 Sentence 82
Beat 9 Sentences 26 through 29	Beat 19 Sentence 42	Beat 33 Sentences 60 through 63	Beat 46 Sentence 83
Beat 10 Sentences 30 through 31	Beat 20 Sentences 43 through 45	Beat 34 Sentences 64 through 65	Beat 47 Sentence 84
	Beat 21 Sentence 46	Beat 35 Sentence 66	Beat 48 Sentence 85
	Beat 22 Sentence 47	Beat 36 Sentences 67 through 68	Beat 49 Sentence 86
	Beat 23 Sentence 48	Beat 37 Sentence 69	Beat 50 Sentence 87
	Beat 24 Sentences 49 through 51		

Retains the anchor plot while adding shelter and animal context, manager feedback, a more extended realization, honest admission, a second responsibility check, and explicit statements about how actions affect others.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Literary realistic fiction / expanded community-service narrative with responsibility, repair, dialogue, and character reflection

863 total words; 363 unique words

87 sentences; 50 separated paragraphs / narrative beats

9.9 words average; 25 words longest

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

1 syllable: 569 (65.9%); 2 syllables: 217 (25.1%); 3+ syllables: 77 (8.9%)

77 occurrences; 55 unique forms; 8.9% of passage words

5.4 - corroborating formula only; not a placement decision

7.2-8.6 minutes at 100-120 wpm; Week 2 supported whole-text reading; chunking, rereading, and evidence marking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderate	Students connect honesty, responsibility, promises, correction, and awareness that personal actions affect others.
Narrative structure / cohesion	Moderate	Fifty paragraph beats move through shelter context, routine, time pressure, realization, return, manager response, checking, and reflection.
Language / craft demand	Moderate	Shorter sentences reduce formula difficulty, while animal-care vocabulary, dialogue, internal reasoning, and abstract responsibility language increase instructional demand.
Knowledge / experience demand	Moderate	Students integrate shelter operations, different animal histories, volunteer roles, food routines, accountability, and community impact.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Reader / task demand	Moderately High	Students retrieve evidence from the opening duty and manager feedback, the middle realization, and the ending lesson to explain Maya's change.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	volunteers; eventually; commands; rewarding; depend; important jobs; distracted; completed; correctly; responsibility; actions affect	
Three-or-more-syllable examples	community, responsibility, citizenship, volunteering, animals, different, animal, wandering, families, eventually, rewarding, visited, manager, volunteers, difference, exercise, realized, completed, excited, terrible, remembered, forgotten, depended, eagerly, citizen	
Morphology	volunteer -> volunteers / volunteering; responsible -> responsibility; distract -> distracted; complete -> completed; correct -> correctly; depend -> depended; realize -> realized	
Spelling / orthographic patterns	proper nouns; contractions and possessives; -tion, -ity, -ment, -ly, and -ible forms; compound sidewalk; dialogue punctuation	
Syntax / cohesion signals	every Saturday, one busy Saturday, later that afternoon, but, the more...the more, without wasting another second, when, instead, before leaving; repeated she remembered clauses	
Passage 12B continued	The Good Citizen	Medium Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Dependability established	"The dogs depend on people like you." (paragraph 6)	Introduces trust and makes Maya's assigned work consequential.
Mistake recognized	"In her hurry, she had forgotten one of her most important jobs." (paragraph 20)	Links distraction directly to the omitted responsibility.
Corrective action	"Maya jumped on her bike and pedaled as fast as she could back to the shelter." (paragraph 23)	Shows urgency and a choice to repair rather than ignore the mistake.
Adult response	"What matters is taking responsibility and fixing them." (paragraph 40)	Clarifies that accountability includes correction after an error.
Broader message	"Good citizens understand that their actions affect those around them." (paragraph 49)	Generalizes the lesson beyond the shelter incident.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Rich evidence across shelter purpose, animal needs, volunteer work, time pressure, realization, return, admission, rechecking, and reflection.
Inferential opportunities	Why manager praise increases responsibility; why the ride feels longer; how honesty and repair rebuild dependability.
Cross-paragraph evidence	Claims can connect paragraphs 1-7, 8-20, 23-42, and 43-50.
Author's craft opportunities	Repeated memory statements, time pressure, dialogue, physical reaction, contrast between hurry and careful checking, and parallel good-citizen statements.
Writing value	Rich evidence for an evidence paragraph about how Maya responds to a mistake and changes her behavior.

F. Teacher-Facing Instructional Guidance

- Chunk the passage into shelter and duty, distraction and mistake, return and repair, and reflection.
- Build a responsibility chain: duty, choice, effect on Rusty, repair, and future promise.
- Require evidence from both the opening dependence statement and the later manager or citizenship statement.

G. Formal Placement Rationale

Instructional Determination

The medium-stamina passage contains 863 words and 50 paragraphs / beats. Its estimated 750L is lower than the Low version because the expansion uses more short sentences, dialogue, and isolated thought units. The actual instructional demand increases through shelter and animal context, manager feedback, a longer realization, urgent return, honest admission, rechecking, and broad citizenship statements. With chunking and a responsibility chain, the story is appropriate for Grade 3 supplemental instruction focused on cross-paragraph evidence and character learning.

***Beat:** a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.*

The Good Citizen - High Stamina Report

Grade 3 fiction / Passage 12C / Teacher-facing text complexity evidentiary profile

Passage 12C	The Good Citizen	High Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 112 story beats built from 149 sentences, and here is how the sentences fall within each beat.

Beat 1 Sentences 1 through 3	Beat 3 Sentences 9 through 12	Beat 5 Sentences 18 through 21	Beat 7 Sentences 26 through 30
Beat 2 Sentences 4 through 8	Beat 4 Sentences 13 through 17	Beat 6 Sentences 22 through 25	Beat 8 Sentence 31
			Beat 9 Sentence 32

Beat 10 Sentences 33 through 34	Beat 34 Sentence 64	Beat 61 Sentence 92	Beat 87 Sentences 120 through 121
Beat 11 Sentence 35	Beat 35 Sentence 65	Beat 62 Sentence 93	Beat 88 Sentence 122
Beat 12 Sentences 36 through 38	Beat 36 Sentence 66	Beat 63 Sentence 94	Beat 89 Sentences 123 through 125
Beat 13 Sentence 39	Beat 37 Sentence 67	Beat 64 Sentence 95	Beat 90 Sentence 126
Beat 14 Sentence 40	Beat 38 Sentence 68	Beat 65 Sentence 96	Beat 91 Sentence 127
Beat 15 Sentence 41	Beat 39 Sentence 69	Beat 66 Sentence 97	Beat 92 Sentence 128
Beat 16 Sentence 42	Beat 40 Sentence 70	Beat 67 Sentence 98	Beat 93 Sentence 129
Beat 17 Sentence 43	Beat 41 Sentence 71	Beat 68 Sentence 99	Beat 94 Sentence 130
Beat 18 Sentence 44	Beat 42 Sentence 72	Beat 69 Sentence 100	Beat 95 Sentence 131
Beat 19 Sentences 45 through 46	Beat 43 Sentence 73	Beat 70 Sentences 101 through 102	Beat 96 Sentence 132
Beat 20 Sentence 47	Beat 44 Sentence 74	Beat 71 Sentence 103	Beat 97 Sentence 133
Beat 21 Sentence 48	Beat 45 Sentence 75	Beat 72 Sentence 104	Beat 98 Sentence 134
Beat 22 Sentence 49	Beat 46 Sentence 76	Beat 73 Sentence 105	Beat 99 Sentence 135
Beat 23 Sentence 50	Beat 47 Sentence 77	Beat 74 Sentence 106	Beat 100 Sentence 136
Beat 24 Sentences 51 through 52	Beat 48 Sentence 78	Beat 75 Sentence 107	Beat 101 Sentence 137
Beat 25 Sentence 53	Beat 49 Sentence 79	Beat 76 Sentence 108	Beat 102 Sentence 138
Beat 26 Sentence 54	Beat 50 Sentence 80	Beat 77 Sentence 109	Beat 103 Sentence 139
Beat 27 Sentence 55	Beat 51 Sentence 81	Beat 78 Sentence 110	Beat 104 Sentence 140
Beat 28 Sentence 56	Beat 52 Sentence 82	Beat 79 Sentence 111	Beat 105 Sentence 141
Beat 29 Sentence 57	Beat 53 Sentence 83	Beat 80 Sentence 112	Beat 106 Sentence 142
Beat 30 Sentences 58 through 59	Beat 54 Sentence 84	Beat 81 Sentence 113	Beat 107 Sentence 143
Beat 31 Sentences 60 through 61	Beat 55 Sentences 85 through 86	Beat 82 Sentence 114	Beat 108 Sentence 144
Beat 32 Sentence 62	Beat 56 Sentence 87	Beat 83 Sentence 115	Beat 109 Sentences 145 through 146
Beat 33 Sentence 63	Beat 57 Sentence 88	Beat 84 Sentences 116 through 117	Beat 110 Sentence 147
	Beat 58 Sentence 89	Beat 85 Sentence 118	Beat 111 Sentence 148
	Beat 59 Sentence 90	Beat 86 Sentence 119	Beat 112 Sentence 149
	Beat 60 Sentence 91		

Expands the narrative into a detailed shelter setting, dependability praise, routine and time pressure, a park scene, repeated internal questions, urgent return, honest accountability, careful rechecking, and a checklist showing lasting change.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Literary realistic fiction / sustained community-service narrative with internal conflict, consequences, accountability, and character development

1,249 total words; 470 unique words

149 sentences; 112 separated paragraphs / narrative beats

8.4 words average; 25 words longest

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

1 syllable: 802 (64.2%); 2 syllables: 320 (25.6%); 3+ syllables: 127 (10.2%)

127 occurrences; 76 unique forms; 10.2% of passage words

5.2 - corroborating formula only; not a placement decision

10.4-12.5 minutes at 100-120 wpm; Week 3 chunked or multi-session reading; cumulative plot and evidence tracking

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderately High	Students synthesize responsibility, honesty, dependability, trust, consequences, repair, and the idea that citizenship is demonstrated through follow-through.
Narrative structure / cohesion	Moderately High	One hundred twelve paragraph beats slow the realization and return, using short action, thought, and dialogue units across several narrative phases.
Language / craft demand	Moderate	Frequent short sentences lower the numerical estimate, but repetition, internal questions, shelter vocabulary, abstract reflection, and dialogue create meaningful craft demands.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Knowledge / experience demand	Moderate	Students integrate animal-shelter operations, permanent homes, volunteer routines, time management, accountability, and preventive use of a checklist.
Reader / task demand	High	Whole-text reasoning requires students to connect early praise, later distraction, Rusty's empty bowl, manager feedback, and the checklist across widely separated beats.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	permanent homes; surrendered; personalities; dependable; responsibilities; convenient; organized; accountability concept; reflected; checklist	
Three-or-more-syllable examples	community, responsibility, citizenship, volunteering, volunteers, visitors, permanent, different, surrendered, animal, exercise, attention, discovering, personalities, comfortable, energetic, dependable, responsibilities, convenient, organized	
Morphology	depend -> dependable / depended; volunteer -> volunteers / volunteering; responsible -> responsibility / responsibilities; organize -> organized; reflect -> reflected; complete -> completed	
Spelling / orthographic patterns	proper nouns; apostrophes and contractions; -tion, -ity, -able, -ent, and -ly endings; compound checklist and sidewalk; repeated dialogue and question punctuation	
Syntax / cohesion signals	first, then, after that, finally, however, as, but, what if, maybe, deep down, without, immediately, after, before; repeated she remembered and good citizens structures	
Passage 12C continued	The Good Citizen	High Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Dependability expectation	"You're becoming one of our most dependable volunteers." (paragraph 9)	Creates an expectation that makes the later lapse and recovery more meaningful.
Time pressure	"Feeling rushed, Maya hurried through the rest of her chores." (paragraph 24)	States the immediate cause of incomplete follow-through.
Internal realization	"She had been in such a hurry that she skipped one of her most important responsibilities." (paragraph 52)	Names the mistake and connects it to a character decision rather than chance.
Accountability	"Everyone makes mistakes. What matters is taking responsibility and fixing them." (paragraph 89)	Frames the manager's response as a standard for responsible citizenship.
Lasting change	"The next Saturday, Maya arrived at the shelter with a checklist." (paragraph 109)	Provides evidence that the lesson changes future behavior.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Extensive evidence across shelter mission, animal needs, routine, praise, distraction, park enjoyment, realization, return, repair, rechecking, and checklist.
Inferential opportunities	How praise raises expectations; why repeated questions build guilt; how a checklist converts reflection into a practical prevention strategy.
Cross-paragraph evidence	Strong claims require evidence from paragraphs 1-10, 11-25, 34-69, 70-98, and 102-112.
Author's craft opportunities	Slow realization, repeated short statements, internal questions, sensory setting, dialogue, parallel thematic sentences, and circular return to dependability.
Writing value	Very rich evidence for a multi-reason response about how Maya becomes more dependable after the mistake.

F. Teacher-Facing Instructional Guidance

- Use section headings for shelter and trust, rushing, realization, return, and changed behavior.
- Mark the repeated "She remembered" and "Good citizens" statements to analyze pacing and emphasis.
- Organize evidence into responsibility, mistake, effect, repair, and prevention before writing.

G. Formal Placement Rationale

Instructional Determination

The high-stamina passage contains 1,249 words across 112 narrative beats. Its estimated 675L is reduced by the many short action, question, and reflection sentences, yet overall complexity is high. Students track shelter mission, dependability praise, time pressure, the park scene, repeated self-questioning, the empty bowl, manager feedback, careful rechecking, and a checklist that demonstrates change. With multi-session chunking and evidence categories for trust, mistake, effect, repair, and prevention, the passage is appropriate for Grade 3 supplemental instruction and multi-reason writing.

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

The Good Citizen - Very High Stamina Report

Grade 3 fiction / Passage 12D / Teacher-facing text complexity evidentiary profile

Passage 12D	The Good Citizen	Very High Stamina
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Beat Breakdown, Sentence by Sentence

A beat is a single story moment: a new action, a line of dialogue, or a clear shift in what is happening. This passage runs 99 story beats built from 155 sentences, and here is how the sentences fall within each beat.

Beat 1 Sentences 1 through 3	Beat 3 Sentences 9 through 13	Beat 5 Sentences 18 through 22	Beat 8 Sentences 30 through 31
Beat 2 Sentences 4 through 8	Beat 4 Sentences 14 through 17	Beat 6 Sentences 23 through 28	Beat 9 Sentences 32 through 34
		Beat 7 Sentence 29	

Beat 10 Sentences 35 through 37	Beat 30 Sentence 72	Beat 54 Sentence 98	Beat 77 Sentence 127
Beat 11 Sentence 38	Beat 31 Sentence 73	Beat 55 Sentence 99	Beat 78 Sentence 128
Beat 12 Sentences 39 through 41	Beat 32 Sentence 74	Beat 56 Sentence 100	Beat 79 Sentence 129
Beat 13 Sentences 42 through 44	Beat 33 Sentence 75	Beat 57 Sentence 101	Beat 80 Sentence 130
Beat 14 Sentences 45 through 47	Beat 34 Sentence 76	Beat 58 Sentence 102	Beat 81 Sentence 131
Beat 15 Sentences 48 through 50	Beat 35 Sentence 77	Beat 59 Sentence 103	Beat 82 Sentences 132 through 134
Beat 16 Sentence 51	Beat 36 Sentence 78	Beat 60 Sentence 104	Beat 83 Sentence 135
Beat 17 Sentence 52	Beat 37 Sentence 79	Beat 61 Sentence 105	Beat 84 Sentence 136
Beat 18 Sentence 53	Beat 38 Sentence 80	Beat 62 Sentences 106 through 107	Beat 85 Sentence 137
Beat 19 Sentences 54 through 56	Beat 39 Sentence 81	Beat 63 Sentence 108	Beat 86 Sentence 138
Beat 20 Sentence 57	Beat 40 Sentence 82	Beat 64 Sentence 109	Beat 87 Sentence 139
Beat 21 Sentence 58	Beat 41 Sentence 83	Beat 65 Sentence 110	Beat 88 Sentence 140
Beat 22 Sentences 59 through 60	Beat 42 Sentence 84	Beat 66 Sentence 111	Beat 89 Sentence 141
Beat 23 Sentence 61	Beat 43 Sentence 85	Beat 67 Sentences 112 through 114	Beat 90 Sentences 142 through 144
Beat 24 Sentences 62 through 64	Beat 44 Sentence 86	Beat 68 Sentence 115	Beat 91 Sentences 145 through 146
Beat 25 Sentences 65 through 67	Beat 45 Sentence 87	Beat 69 Sentence 116	Beat 92 Sentences 147 through 148
Beat 26 Sentence 68	Beat 46 Sentence 88	Beat 70 Sentence 117	Beat 93 Sentence 149
Beat 27 Sentence 69	Beat 47 Sentence 89	Beat 71 Sentences 118 through 119	Beat 94 Sentence 150
Beat 28 Sentence 70	Beat 48 Sentences 90 through 91	Beat 72 Sentence 120	Beat 95 Sentence 151
Beat 29 Sentence 71	Beat 49 Sentence 92	Beat 73 Sentence 121	Beat 96 Sentence 152
	Beat 50 Sentence 93	Beat 74 Sentence 122	Beat 97 Sentence 153
	Beat 51 Sentence 94	Beat 75 Sentence 123	Beat 98 Sentence 154
	Beat 52 Sentence 95	Beat 76 Sentences 124 through 126	Beat 99 Sentence 155
	Beat 53 Sentences 96 through 97		

Presents the fullest shelter narrative, adding the shelter mission, animal histories, manager trust, a detailed routine, extended distraction and realization, consequences for Rusty, honest accountability, systematic rechecking, and evidence of lasting character growth.

A. Official Passage Profile

DOCUMENTED RESULT

Grade 3 supplemental support; supported instructional reading

Literary realistic fiction / extended narrative of volunteering, dependability, error, repair, prevention, and citizenship

1,433 total words; 503 unique words

155 sentences; 99 separated paragraphs / narrative beats

9.2 words average; 25 words longest

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

1 syllable: 920 (64.2%); 2 syllables: 352 (24.6%); 3+ syllables: 161 (11.2%)

161 occurrences; 95 unique forms; 11.2% of passage words

5.7 - corroborating formula only; not a placement decision

11.9-14.3 minutes at 100-120 wpm; Week 4 multi-session whole-text reading; evidence matrix and oral rehearsal

B. Qualitative and Reader/Task Complexity

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Meaning / theme	Moderately High	The story develops connected messages about trust, dependability, honest correction, learning from mistakes, and the responsibility to people or animals who rely on us.
Narrative structure / cohesion	High	Ninety-nine paragraph beats create a long chronology with recurring routine language, a disruption, delayed recognition, urgent return, accountability, rechecking, prevention, and resolution.
Language / craft demand	Moderately High	The text combines shelter and citizenship vocabulary with dialogue, internal replay, repetition, contrast, an em dash, and abstract statements about dependability and responsibility.

B. Qualitative and Reader/Task Complexity - continued

DIMENSION	RATING	PASSAGE-SPECIFIC INTERPRETATION
Knowledge / experience demand	Moderate	Students integrate shelter mission, animal histories, food and water routines, volunteer systems, trust, time management, accountability, and prevention.
Reader / task demand	High	Students must sustain reading across the full narrative and synthesize how early trust, rushed behavior, consequences, honest repair, and a new checklist develop character and theme.

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

FEATURE	EVIDENCE FROM THE PASSAGE	
Academic / domain vocabulary	situations; eventually; dependable; responsibilities; distracted; equipment; uncertain; realization; affected; recognizing; accountability concept; volunteer; checklist	
Three-or-more-syllable examples	community, responsibility, citizenship, volunteering, families, volunteers, completed, difference, different, situations, wandering, eventually, curious, excitement, exploring, exercise, developed, attention, depended, manager, dependable, appreciated, responsibilities, distracted, equipment	
Morphology	depend -> depended / dependable; volunteer -> volunteers / volunteering; responsible -> responsibility / responsibilities; distract -> distracted; complete -> completed; recognize -> recognizing; organize -> organized	
Spelling / orthographic patterns	proper nouns; contractions and possessives; -tion, -ity, -ment, -able, -ive, and -ly endings; compound checklist, backpack, and sidewalk; em dashes and dialogue punctuation	
Syntax / cohesion signals	over time, however, because, after, finally, without, then, at first, but, the harder...the more, when, instead, before, this time, the following Saturday; repeated memory and every structures	
Passage 12D continued	The Good Citizen	Very High Stamina

D. Passage-Based Evidence Ledger

DIMENSION	PASSAGE EVIDENCE	WHY THE EVIDENCE MATTERS
Trust established	"The dogs know they can count on you." (paragraph 8)	Creates the relational standard that the later mistake threatens.
Distraction	"Because she was distracted, Maya moved more quickly than usual." (paragraph 14)	Makes the cause of the omission explicit.
Effect on another	"Now he was sitting at the shelter with an empty food bowl because she had been in too much of a hurry." (paragraph 46)	Connects Maya's rushed action to a concrete consequence for Rusty.
Accountable response	"What matters is recognizing them and doing your best to fix them." (paragraph 76)	Defines responsible response as recognition plus corrective action.
Character growth	"She realized that good citizenship was about more than completing tasks. It was about being dependable." (paragraph 90)	States the deeper understanding supported by the full narrative.

E. Evidence Density and Writing Value

EVIDENCE FEATURE	DOCUMENTED OPPORTUNITY
Explicit evidence opportunities	Extensive evidence across shelter mission, animal need, routine, trust, distraction, omission, effect, return, honesty, correction, rechecking, checklist, and growth.
Inferential opportunities	How early praise shapes guilt; why the empty bowl confirms responsibility; how prevention differs from a promise alone; why Rusty symbolizes trust.
Cross-paragraph evidence	Whole-text claims require evidence from the trust setup, rushed work, delayed realization, return, manager dialogue, reflection, and checklist resolution.
Author's craft opportunities	Detailed setting, recurring routine, time-pressure contrast, internal replay, dialogue, repeated every statements, and a final circular return to trust.
Writing value	Excellent evidence for an ECR explaining how Maya learns to become dependable and how the author develops citizenship.

F. Teacher-Facing Instructional Guidance

- Teach the passage across multiple sessions and keep a visible timeline of routine, disruption, recognition, repair, and prevention.
- Compare the manager's early statement that the dogs can count on Maya with the later accountability conversation.
- Use an evidence matrix for trust, mistake, consequence, repair, and changed behavior before oral rehearsal and writing.

G. Formal Placement Rationale

Instructional Determination

The very-high version contains 1,433 words and 99 separated paragraphs / beats. Its estimated 725L reflects a blend of short pacing units and longer descriptive paragraphs, but total instructional complexity is the greatest in the set. Students synthesize shelter mission, animal need, manager trust, rushed behavior, delayed recognition, consequences for Rusty, honest repair, systematic rechecking, prevention, and lasting character growth. With multi-session reading, a responsibility timeline, and oral rehearsal, the passage is appropriate for Grade 3 supplemental instruction focused on whole-text stamina and ECR synthesis.

***Beat:** a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.*

Passage Set 12 Weekly Progression Summary

How recurring shelter, responsibility, repair, and dependability content supports increasingly complex reasoning

WEEK	KNOWLEDGE / STAMINA EMPHASIS	EVIDENCE EXPECTATION	WRITING EXPECTATION
1 - Low	Establish shelter duty, rushing, omission, return, and lesson.	Locate evidence for responsibility, mistake, consequence, and repair.	SCR explaining what Maya learns about responsibility.
2 - Medium	Add shelter context, dependence, realization, manager response, and rechecking.	Connect evidence from duty, distraction, repair, and citizenship reflection.	Evidence paragraph explaining how Maya makes the mistake right.
3 - High	Track dependability praise, time pressure, internal questioning, and checklist use.	Categorize evidence as trust, mistake, effect, repair, and prevention.	Multi-reason response using evidence from several sections.
4 - Very High	Sustain the full shelter narrative and integrate trust, accountability, and growth.	Synthesize whole-text evidence across routine, disruption, consequence, repair, and change.	ECR with thesis (central idea), evidence categories, explanation, and inference.
Set 12 Instructional Rationale Because the shelter setting, central responsibility, mistake, and repair remain stable, students can spend less effort reconstructing a new plot and more effort tracking how details reveal motivation, dependability, consequences, and change. A duty-distraction-effect-repair-prevention organizer supports increasingly complex evidence selection and writing.			

Recommended Weekly Continuity Tools

- Maintain the same duty-distraction-effect-repair-prevention organizer each week.
- Track how trust and dependability are established, challenged, repaired, and strengthened.
- Use paragraph locations so students can retrieve evidence from the shelter setup, mistake, return, and resolution.
- Increase the written product only after students can orally connect Maya's actions with consequences and change.

Cross-Set Teacher Guidance

Using Cluster 6 as a coherent supplemental reading and writing progression

Key Instructional Findings

Recommended Repeated Routine

STEP	TEACHER AND STUDENT ACTION
1. Activate	Recall the stable character, setting, responsibility, problem, and prior week's central message.
2. Preview	Identify the new paragraph-beat span, added plot phases, and vocabulary before reading.
3. Read	Use an instructional mode appropriate to the level: guided, partner, chunked, or multi-session.
4. Track	Mark external events and internal thoughts separately.
5. Connect	Explain how a thought or value influences a choice and how the choice affects others.
6. Organize	Sort evidence into recurring categories such as responsibility, conflict, choice, consequence, repair, and theme.
7. Write	Match the written product to the level of evidence integration expected for that week.

Evidence and Writing Progression

LEVEL	EVIDENCE LOCATION	EXPECTED REASONING	APPROPRIATE PRODUCT
Low	Local or adjacent paragraphs	Identify and explain one clear conflict-choice or cause-effect relationship.	Short constructed response
Medium	Two or more nonadjacent narrative phases	Connect repeated plot events with newly added thoughts, dialogue, or consequences.	Evidence paragraph
High	Several setting, conflict, action, response, or reflection sections	Categorize evidence and explain motivation, change, and theme.	Multi-reason response
Very High	Whole text	Synthesize evidence, qualify ideas, and make a larger inference about character and citizenship.	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 or source line breaks change

Pending; replace planning estimates when available

Repeat if any passage wording changes

Confirm after final layout of student passages

Completed in each passage ledger

Confirm reading mode, scaffolds, and written product

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 weekly stamina level.
- ☐ Document vocabulary, morphology, sentence-level, and narrative-structure scaffolds.
- ☐ Preserve source paragraph breaks or update evidence locations so the ledger remains auditable.

References

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

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

Final Instructional Determination

Official teacher-facing conclusion for Cluster 6

Final Determination

Cluster 6 is appropriate as a supported Grade 3 supplemental progression when teachers preserve conceptual continuity, explicitly teach classroom-science, citizenship, shelter, animal-care, responsibility, and dependability vocabulary, adjust reading mode to the weekly stamina level, and increase evidence and writing expectations gradually. The two passage sets provide clear recurring narratives while later versions add substantial reading volume, paragraph-beat span, internal thought, dialogue, consequences, character development, and theme evidence. The reported planning estimates should be interpreted together with word count, narrative structure, qualitative complexity, reader/task demand, and direct evidence from the texts.

Beat: a single story moment, one unit of action, such as a new event, a line of dialogue, or a shift in what a character is doing. Beats show how much happens in a passage.

Official Use Statement

Instructional Summary

CORE REASONING PATH	FINAL WEEK EXPECTATION
Accident -> internal conflict -> honest choice -> collective repair -> citizenship theme	Synthesize how Amina's decision and the class response develop a theme about honesty, trust, responsibility, and teamwork.
Responsibility -> distraction -> consequence -> return and repair -> prevention and growth	Synthesize how Maya becomes more dependable and how the story develops a theme about accountability and citizenship.