

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW • TEACHER RESOURCES

Grade 3 Cluster 7, Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

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GRADE 3
CLUSTER 7
CIVIC HOPE AND SERVICE POETRY STUDY

Text Complexity and Reading Stamina

EVIDENTIARY REPORT PACKAGE

PASSAGE 13	MLK — A DREAM CAN GROW	POETRY – FOUR STAMINA LEVELS
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PASSAGE 14	WHAT WILL YOU GIVE?	POETRY – FOUR STAMINA LEVELS
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DOCUMENT CONTROL	RECORD
Intended Use	Supplemental Support Lesson Guide
Document Type	Official Teacher-Facing Instructional Planning Report
Version / Date	Version 1.0 August 2026
Texts Analyzed	Eight non-prose selections: two related poem families with four increasingly demanding stamina versions each

Package Contents

Scope, organization, and intended instructional use

SECTION	CONTENTS
Section I	Overall purpose, four-week progression, research basis, and poetry-adjusted interpretation rules
Section II	Master genre-specific comparison and cross-text findings
Section III	Passage 13: MLK — A Dream Can Grow - Low through Very High separate reports
Section IV	Passage 14: What Will You Give? - Low through Very High separate reports
Section V	Cross-text implementation guidance, non-prose verification record, and references

Report Use

Source Set Overview

PASSAGE SET	STABLE CONTENT	PRIMARY INSTRUCTIONAL EXPANSION
Passage 13: MLK — A Dream Can Grow	Dream, hope, voice, children, kindness, carrying, growth, and shared responsibility.	Each longer version expands perspective, historical context, figurative systems, generational movement, evidence distance, oral-reading stamina, and written synthesis.
Passage 14: What Will You Give?	Hands, voice, service, contribution, Grandpa, citizenship, community, and everyday helping.	Each longer version expands historical memory, civic vocabulary, global-to-local service, reciprocal learning, symbolism, evidence integration, and ethical reasoning.

Source-Fidelity Note

The attached Cluster 7 source contains four versions of MLK — A Dream Can Grow and four versions of What Will You Give? The versions overlap in content and imagery but are not strictly cumulative copies of earlier lines; each is a newly elaborated rendering of the same conceptual anchor. This report preserves all eight poem bodies and the supplied stamina labels. Source-supplied Social Studies codes are retained as provided and are not independently adjudicated in this text-complexity report.

Overall Purpose Statement

Why the same content is retained while reading stamina and complexity increase

Official Instructional Purpose

The Writing Academy®, LLC Cluster 7 sequence uses conceptual continuity to reduce unnecessary topic novelty while gradually increasing the amount of poetic text students must sustain, the number of images and ideas they must connect, the historical and civic knowledge they must activate, the distance across which they must retrieve evidence, and the complexity of the oral and written tasks they must complete.

Using overlapping content across successive weeks creates a controlled instructional staircase. Students repeatedly encounter an established conceptual framework, but each version asks them to read more, hold more information in working memory, integrate additional vocabulary and ideas, and produce increasingly sophisticated evidence-based responses. This design makes it possible to separate several demands that are often confused: topic knowledge, linguistic complexity, genre complexity, reading stamina, oral-performance demand, and writing demand.

How the Two Poetry Families Build Differently

Feature	Poetry Set 13: A Dream Can Grow	Poetry Set 14: What Will You Give?
Type of overlap	Recurring dream, hope, voice, child, Mama, carrying, growth, light, and kindness; each version reworks and expands the anchor rather than simply repeating it.	Recurring hands, voice, Grandpa, service, contribution, country, community, and local action; each version expands the historical and ethical frame.
Stable knowledge	Hope can move through people and become action across generations.	Citizenship and service begin with choices, useful actions, listening, and contribution.
Primary weekly increase	Word and line count, historical perspective, personification, metaphor systems, refrains, evidence distance, and generational synthesis.	Word and line count, civic vocabulary, historical memory, Peace Corps context, reciprocal-service ethics, metaphor, and whole-text synthesis.
Fluency opportunity	Recurring images and syntax support rhythm, rhyme, expressive phrasing, and recognition of thematic threads.	Recurring hands, service, question, and invitation language support fluency while longer versions require shifts in voice and emphasis.
Writing progression	From explaining how a dream grows to analyzing how a historic dream travels through choices and generations.	From naming child-sized helping actions to defining true service through history, reciprocity, citizenship, and commitment.

Research-Based Rationale

The three-part model of text complexity combines quantitative information, qualitative analysis, and reader/task considerations rather than relying on one score [1]. The Institute of Education Sciences recommends purposeful text selection, instruction in text structure, focused discussion, and attention to students' knowledge and experiences in K-3 comprehension instruction [2]. Guided repeated oral reading has also been associated with improved reading proficiency and is particularly relevant to the repeated language and performance opportunities in poetry and readers theater [3].

This sequence applies those principles through a four-week design: establish the knowledge framework, extend it, integrate it, and synthesize it. Familiar wording is not included merely for repetition; it creates a stable base from which students can practice longer reading, more demanding analysis, and stronger written explanation.

Four-Week Instructional Progression

Week / Level	Primary Reading Goal	A Dream Can Grow Demand	What Will You Give? Demand	Evidence / Writing Demand
Week 1 - Low	Establish the concepts and poetry routines.	Read 136 words / 20 lines; identify personification, growth, and shared hope.	Read 118 words / 16 lines; identify hands, feet, voice, and child-sized service.	Use one or two nearby couplets in a focused response.
Week 2 - Medium	Add historical perspective and civic vocabulary.	Read 220 words / 32 lines; connect Dr. King, Mama, emotion, and school choices.	Read 204 words / 32 lines; connect Grandpa, president, citizen, contribute, and local action.	Use evidence from the remembered public event and present-day application.
Week 3 - High	Integrate extended metaphor and broader context.	Read 317 words / 48 lines; analyze personification, river/light imagery, and generational carrying.	Read 345 words / 56 lines; trace the invitation from public speech to volunteers, Grandpa, and school.	Organize evidence into multiple craft or idea categories.
Week 4 - Very High	Synthesize history, craft, ethics, and action.	Read 636 words / 96 lines; connect historical setting, multiple metaphors, refrains, and adult reflection.	Read 903 words / 140 lines; connect presidential service, Peace Corps, reciprocity, ordinary hands, and citizenship.	Develop a thesis (central idea) using distributed evidence and a significant inference.

Research and Poetry-Adjusted Measurement Framework

How the standard evidentiary profile changes for two extended poetry sequences

Core Multidimensional Model

Dimension	What It Captures	How It Is Used in This Report
Quantitative	Body-word count, lines, couplets, sentence units, words per line, unique words, and syllabic load.	Reported with consistent poetry-specific counting rules.
Qualitative	Meaning, structure, language and craft, cohesion, historical/civic knowledge, and perspective.	Evaluated through trained human judgment with direct poem evidence.
Reader / Task	Student knowledge, motivation, reading mode, prosody, evidence retrieval, and writing expectations.	Used to determine appropriate Grade 3 support and task design.
Evidentiary Proof	Words, lines, couplets, refrains, quotations, images, and structural features supporting each judgment.	Documented in a passage evidence ledger for every poem.

Why Standard Prose Categories Must Be Adjusted for Poetry

Standard Prose Field	Poetry Adjustment	Cluster 7 Application
Paragraph count	Report lines, couplets, and explicitly marked stanzas or sections.	Report actual lines and paired couplets; do not invent author-created stanzas from spacing artifacts.
Average sentence length	Pair punctuation-defined sentence units with words per line and sentence span across line breaks.	Use sentence units as a phrasing indicator, not as a prose placement score.
Structure	Analyze lineation, rhyme, repetition, perspective, refrain, conceptual movement, and time shifts.	Track movement from public/historical idea to personal or present-day action.
Cohesion	Analyze repeated language, parallel syntax, rhyme, pronouns, images, and conceptual threads.	Trace dream/hope/voice and hands/service/invitation across increasingly long poems.
Oral fluency	Analyze rhythm, punctuation, phrasing across lines, emphasis, dialogue, and interpretation.	Use modeled, choral, partner, and sustained whole-poem reading.
Evidence location	Use line and couplet numbers.	Require increasingly distant line references across sections of each poem.

Instead of reconstructing the poems as prose, this report documents the forms as students actually read and hear them: body-word count, lines, couplets, punctuation-defined sentence units, words per line, rhyme and sound patterns, figurative language, syllabic load, recurring refrains, perspective, historical and civic knowledge, evidence distribution, oral phrasing, and writing demands.

Word-Count Rules

- Poetry word count includes the poem body only and excludes titles, passage labels, stamina labels, Social Studies codes, and formatting marks.
- A contraction or possessive is counted as one word; a hyphenated form is counted as one word when it functions as one lexical unit.
- Line count includes every nonblank poem line. Couplet count reports paired lines because all eight poems are arranged in two-line rhyme units.
- Counts may vary slightly in commercial software because of apostrophes, em dashes, and hyphenation; the stated rules are applied consistently across this package.

Qualitative Rating Scale

Rating	Interpretive Meaning
1 - Low	The feature is explicit, familiar, conventional, or locally supported.
2 - Moderately Low	The feature presents limited challenge that most students can manage with light support.
3 - Moderately High	The feature requires explanation, sustained attention, inference, or strategic support.
4 - High	The feature is dense, abstract, distributed, unconventional, or highly demanding for the intended reader/task.

Master Comparative Findings

Quantitative and genre-specific evidence across all eight texts

Poetry Set 13: MLK — A Dream Can Grow

Level	Words	Lines	Couplets	Sentence Units	Avg. Words / Line	3+ Syllable Words	Rhyme Structure
Low	136	20	10	10	6.8	3 (2.2%)	Paired couplets
Medium	220	32	16	19	6.9	4 (1.8%)	Paired couplets
High	317	48	24	24	6.6	3 (0.9%)	Paired couplets
Very High	636	96	48	56	6.6	23 (3.6%)	Paired couplets

Poetry Set 14: What Will You Give?

Level	Words	Lines	Couplets	Sentence Units	Avg. Words / Line	3+ Syllable Words	Rhyme Structure
Low	118	16	8	9	7.4	1 (0.8%)	Paired couplets
Medium	204	32	16	16	6.4	6 (2.9%)	Paired couplets
High	345	56	28	33	6.2	16 (4.6%)	Paired couplets
Very High	903	140	70	79	6.5	37 (4.1%)	Paired couplets

Growth Across the Sequence

Set	Low to Very High Growth	Primary Evidence of Increased Complexity
A Dream Can Grow	136 to 636 words (+368%); 20 to 96 lines; 10 to 48 couplets; 3 to 23 estimated multisyllabic words.	Historical perspective, figurative systems, refrains, generational movement, evidence distance, oral stamina, and synthesis.
What Will You Give?	118 to 903 words (+665%); 16 to 140 lines; 8 to 70 couplets; 1 to 37 estimated multisyllabic words.	Civic vocabulary, presidential-service context, Peace Corps, reciprocal ethics, metaphor, generational transmission, and whole-text synthesis.

Key Finding: Poetry Requires Genre-Specific Measures

A Dream Can Grow expands from 136 to 636 body words and from 20 to 96 lines. What Will You Give? expands from 118 to 903 body words and from 16 to 140 lines. These increases are documented directly rather than converted into prose scores. Both sequences become more demanding through historical and civic knowledge, figurative language, perspective, evidence distance, oral interpretation, and whole-text synthesis.

PASSAGE REPORT 1 OF 8

POETRY

LOW STAMINA

MLK — A Dream Can Grow (Low Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

Moderately Low conceptual complexity with a low stamina load and rich personification.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 13A
Title	MLK — A Dream Can Grow (Low Stamina)
Text Type / Genre	Literary text / civic-hope poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 1 anchor poem; teacher-modeled, echo, choral, or partner reading before supported close reading.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Establishes the central idea that a dream begins as hope and grows when voices, children, friends, kindness, and helping hands carry it forward.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	Moderately Low	The central message is explicit: hope grows when people share it and act with kindness. Students must interpret dream as more than a nighttime image.
Poetic Structure / Cohesion	Moderately Low	Ten paired couplets move from an individual heart to voices, friends, classrooms, towns, children, and the future. Repeated references to dream and grow create cohesion.
Language / Craft	Moderately High	The poem personifies a dream as something that can start, travel, grow, move, lift, wait, and need helping hands.
Knowledge Demands	Moderately Low	Readers need only a basic understanding of hope, kindness, friendship, and shared action; the historical context remains implicit.
Reader / Task Demands	Moderately Low	The poem is brief, evidence is local, and rhyme supports fluency. Teacher discussion is useful for the nonliteral meaning of dream and helping hands.

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

Word-Level Dimension	Passage Evidence
Academic / abstract vocabulary	dream; hope; journey; future; kindness
Three-or-more-syllable examples	suddenly; another; together
Morphology	hope → hopeful; kind → kindness; help → helping; dream → dreams; travel → travels
Spelling / sound patterns	heart/start; thought/sought; hear/near; through/too; friend/end; towns/down; shine/mine; grow/go

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	20 lines organized as 10 paired couplets; the supplied formatting does not reliably mark author-created stanzas.
Rhyme and sound	Strong paired end rhyme supports anticipation and oral fluency, with repeated long-vowel and r-controlled patterns.
Lineation and syntax	Most complete thoughts span two lines. Students should follow punctuation and preserve the meaning across the line break.
Figurative language	Dream is personified throughout; helping hands and hearts operate as concrete symbols for action and care.
Prosody demand	Readers should emphasize the repeated nouns dream, hope, voice, and hearts while allowing the poem to build toward the final communal statement.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Craft	Personification	<i>A dream can start inside your heart, / A tiny hope, a little start.</i>	Lines 1–2	The poem treats an abstract dream as something that can begin and grow.
Cohesion	Voice-to-voice movement	<i>One hopeful word can travel through, / Until another dreams it too.</i>	Lines 7–8	The couplet establishes the poem's recurring idea of transmission.
Meaning	Community growth	<i>A dream can grow from friend to friend, / Its hopeful journey does not end.</i>	Lines 9–10	Students connect individual hope with a widening community.
Application	Kindness as action	<i>Together we can help it grow, / By sharing kindness as we go.</i>	Lines 15–16	The poem converts an abstract ideal into an accessible behavior.
Central Idea	Collective responsibility	<i>One voice may start with words to show, / But many hearts can help it grow.</i>	Lines 19–20	The ending states that one person may begin an idea, but many people sustain it.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Moderate	Several couplets directly explain how dreams spread and grow.
Inferential evidence opportunities	Moderate	Students infer that dream represents a shared hope or social ideal.
Author's craft evidence	Rich	Personification, repetition, rhyme, symbolism, and parallel syntax are concentrated in a short text.
Cross-section integration	Low	Most claims can be supported with one or two adjacent couplets.
Strength for writing	Moderate	The poem supports a focused response explaining how a dream grows.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 1 anchor poem; teacher-modeled, echo, choral, or partner reading before supported close reading.

- Model how each couplet completes one thought across two lines.
- Preview dream as an abstract hope rather than only a nighttime experience.
- Have students mark every word or image connected to growth and movement.
- Practice the final four lines chorally so students hear the shift from one voice to many hearts.

Recommended writing demand: Recommended response: a short constructed response explaining how a dream grows. Students should cite at least two couplets and explain the role of kindness or shared action.

J. Research-Based Placement Rationale

PASSAGE REPORT 2 OF 8	POETRY	MEDIUM STAMINA
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MLK — A Dream Can Grow (Medium Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

Moderately High historical-perspective and evidence complexity with a medium stamina load.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 13B
Title	MLK — A Dream Can Grow (Medium Stamina)
Text Type / Genre	Literary text / historical-perspective civic poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 2 repeated-concept reading; partner or supported independent reading with attention to narrator, dialogue, and historical context.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Adds a first-person child narrator, Mama, a public speech, emotional response, Dr. King, and a transfer from a historic moment to friendship, listening, right choices, and school life.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	Moderately High	The poem explains that a public dream becomes personal responsibility. Students must connect the historical speech with the child's daily choices.
Poetic Structure / Cohesion	Moderately High	The poem moves from hearing the speech, to observing Mama, to understanding shared hope, to carrying the dream into school and relationships.
Language / Craft	Moderately High	Dialogue, first-person narration, emotional imagery, and the spark/shine metaphor add layers beyond the central rhyme pattern.
Knowledge Demands	Moderately High	Readers benefit from background knowledge about Dr. King, a large public gathering, civil-rights hopes, and why Mama's tears reflect both history and hope.
Reader / Task Demands	Moderately High	Students must track a perspective, interpret emotion, and integrate evidence from the historical scene with evidence from the school-application section.

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

Word-Level Dimension	Passage Evidence
Academic / abstract vocabulary	future; crowd; hope; choose; thoughtful; acts; care
Three-or-more-syllable examples	everywhere; disappeared; everyone; another
Morphology	hope → hopeful; thought → thoughtful; speak → spoken; disappear → disappeared; choose → choice
Spelling / sound patterns	day/away; clear/near; there/everywhere; eyes/wise; one/done; air/share; mine/shine; day/play

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	32 lines organized as 16 paired couplets; the poem is longer but maintains short, regular lines.
Rhyme and sound	Paired rhyme remains dominant, while dialogue punctuation interrupts the rhythm and requires expressive phrasing.
Lineation and syntax	The narrative unfolds through sentence-linked couplets; lines 11–12 include embedded dialogue and speaker tags.
Figurative language	The dream travels through air and hearts and becomes a spark or shine; these images represent ideas moving from person to person.
Prosody demand	Readers must distinguish narrator and Mama, convey wonder and emotion, and shift from remembered event to present-day application.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Perspective	Historical witness	<i>I stood beside my mama there, / With summer sunshine everywhere.</i>	Lines 5–6	The child's viewpoint makes the historical moment personal and experiential.
Emotion	Dialogue and inference	<i>"Why are you crying?" I asked her there. / "For dreams like this," she said, "we care."</i>	Lines 11–12	Students infer why Mama's hope produces tears.
Meaning	Shared dream	<i>But this one traveled through the air, / And somehow everyone could share.</i>	Lines 15–16	The poem contrasts an individual dream with a collective one.
Application	Daily choices	<i>I carry it when I choose what's right, / And help another heart feel light.</i>	Lines 27–28	The historic message becomes a concrete moral choice.
Central Idea	Personal inheritance	<i>Dr. King spoke hope for us to see, / And now that dream is part of me.</i>	Lines 31–32	The ending links the named historical speaker to the child's identity and responsibility.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Rich	Multiple couplets describe the setting, emotion, transmission, and daily application of the dream.
Inferential evidence opportunities	Rich	Students infer Mama's emotion and the meaning of carrying a dream.
Author's craft evidence	Rich	Dialogue, first-person perspective, repetition, metaphor, rhyme, and emotional imagery are available.
Cross-section integration	Moderate	A complete response should connect the public event with later school-based choices.
Strength for writing	Rich	The poem supports explanation of how Dr. King's dream moves from speaker to listener to action.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 2 repeated-concept reading; partner or supported independent reading with attention to narrator, dialogue, and historical context.

- Preview Dr. King and the idea of a large public speech without overloading students with unrelated biography.
- Read Mama's dialogue with a distinct voice and discuss why tears can communicate hope as well as sadness.
- Create a three-part organizer: Heard the Dream / Felt the Dream / Carried the Dream.
- Require students to connect one historical-scene couplet with one school-action couplet.

Recommended writing demand: Recommended response: explain how the child begins to understand and carry Dr. King's dream. Students should use evidence from both the crowd scene and the school-action section.

J. Research-Based Placement Rationale

PASSAGE REPORT 3 OF 8	POETRY	HIGH STAMINA
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MLK — A Dream Can Grow (High Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

High figurative-language, generational-transfer, and evidence complexity with a high stamina load.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 13C
Title	MLK — A Dream Can Grow (High Stamina)
Text Type / Genre	Literary text / historical-civic extended-metaphor poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 3 sustained poetry reading; teacher-created three-part chunking followed by a whole-poem oral rereading and synthesis.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Adds sustained personification, river, water, lantern, and star imagery; develops the dream as something carried through hands, voices, choices, and generations.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	High	The poem's message is implicit across several figurative systems: ideals do not move by themselves; people give them paths, hands, voices, and continuity.
Poetic Structure / Cohesion	Moderately High	The poem moves through extended personification, a remembered speech scene, the narrator's internal change, repeated imperatives, and a generational conclusion.
Language / Craft	High	Sustained personification, simile, metaphor, parallelism, repetition, and symbolic imagery require continuous nonliteral interpretation.
Knowledge Demands	Moderately High	Readers need contextual understanding of Dr. King's speech, civil-rights hope, audience transmission, inclusion, and cross-generational memory.
Reader / Task Demands	High	Students must sustain 48 lines, preserve prosody, compare multiple metaphors, and connect evidence from the opening, middle, and ending.

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

Word-Level Dimension	Passage Evidence
Academic / abstract vocabulary	courage; promises; choices; carry; fear; onward; generation
Three-or-more-syllable examples	wherever; promises; traveling
Morphology	promise → promises; travel → traveling; kind → kindly; bright → brightly; choose → choices
Spelling / sound patterns	shoes/choose; fly/sky; face/place; grows/flows; crowd/proud; bright/light; ear/near; far/star

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	48 lines organized as 24 paired couplets; three broad movements can be used for instruction without labeling them author-created stanzas.
Rhyme and sound	Consistent paired rhyme and repeated sentence openings create musical cohesion across a substantially longer poem.
Lineation and syntax	Most syntax crosses the line break. Parallel constructions beginning A dream has and Carry it require sustained phrasing.
Figurative language	The dream is personified and compared to rivers, water, a lantern, a star, a planted hope, and a voice that must be carried.
Prosody demand	Readers must vary emphasis across descriptive, reflective, and imperative sections while maintaining the repeated rhythmic pattern.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Craft	Sustained personification	<i>A dream has neither feet nor shoes, / Yet somehow finds the roads we choose.</i>	Lines 1–2	The poem opens by giving movement to an abstract idea while pointing toward human choice.
Imagery	River and garden similes	<i>It rolled like rivers through the crowd, / ... / Like water helping gardens grow.</i>	Lines 13–16	The imagery links a spoken message with movement, nourishment, and growth.
Transmission	Speaker to child	<i>From speaker's words to Mama's ear, / From Mama's heart to mine drew near.</i>	Lines 19–20	The couplet compresses intergenerational transmission into a clear sequence.
Application	Repeated imperative	<i>Carry it when a voice is small, / And make some room to hear its call.</i>	Lines 35–36	The poem turns the dream into an obligation to notice and include others.
Central Idea	Human agency across time	<i>Sometimes a dream can cross the years, / Because we carry what we hear.</i>	Lines 47–48	The conclusion requires synthesis of voice, hands, choices, and generational memory.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Rich	The poem repeatedly identifies ways people carry hope through words, choices, and inclusion.
Inferential evidence opportunities	Rich	Students infer the meaning of personification and the relationship between ideals and human action.
Author's craft evidence	Very Rich	Extended personification, four major images, repetition, parallel syntax, rhyme, and imperatives are available.
Cross-section integration	Rich	Analysis should connect the opening personification, speech scene, repeated Carry it section, and generational ending.
Strength for writing	Rich	The poem supports a multi-reason response about how people help a dream live and travel.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 3 sustained poetry reading; teacher-created three-part chunking followed by a whole-poem oral rereading and synthesis.

- Build a figurative-language map for feet/roads, rivers/water, lantern/light, hands, and voice.
- Have students mark repeated A dream has and Carry it structures to support fluency and organization.

- Clarify that speaker refers to the person delivering the historic words and that Mama passes the hope forward.
- Require evidence from at least three different sections of the poem.

Recommended writing demand: Recommended response: explain how the poet shows that a dream cannot act alone. Students should organize evidence into words/voices, hands/choices, and cross-generational carrying.

J. Research-Based Placement Rationale

PASSAGE REPORT 4 OF 8

POETRY

VERY HIGH STAMINA

MLK — A Dream Can Grow (Very High Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

High historical, poetic, and synthesis complexity with a very high stamina load.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 13D
Title	MLK — A Dream Can Grow (Very High Stamina)
Text Type / Genre	Literary text / historical-narrative civic poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 4 culminating poem; sectioned rehearsal, historical-context preview, final whole-poem oral reading, and extended synthesis.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Adds a full child-witness narrative under an August sky, a large crowd, steps and a reflecting pool, multiple metaphoric systems, refrains, direct address, an adult-memory frame, and a cross-generational call to action.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	High	The poem develops several connected meanings: hope is inherited, history asks something of ordinary people, and public words matter through the lives they reach.
Poetic Structure / Cohesion	High	A child-to-adult frame, historical scene, repeated refrains, multiple metaphor sequences, direct quotation, and a final return to memory create a layered structure.
Language / Craft	High	The text uses seed, lantern, song, star, rope, maze, wind, and travel imagery, along with personification, direct address, repetition, and symbolic refrain.
Knowledge Demands	High	Readers need contextual knowledge of an August civil-rights gathering, Dr. King's speech setting, generational memory, civic action, and the difference between hearing history and responding to it.
Reader / Task Demands	High	The 96-line poem requires chunking, oral endurance, tracking of time and perspective, interpretation of multiple metaphors, and whole-text evidence synthesis.

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

Word-Level Dimension	Passage Evidence
Academic / historical vocabulary	August; phrase; future; microphone; generation; history; ordinary; speech
Three-or-more-syllable examples	different; understand; ordinary; microphone; generation; afternoon; history; quietly
Morphology	understand → understood; travel → traveled/travels; listen → listening; generate → generation; ordinary/ordinarily related forms
Spelling / sound patterns	late/gate; sky/die; space/face; pool/cool; phrase/maze; hope/rope; deed/seed; bright/night; know/so; still/hill

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	96 lines organized as 48 paired couplets. Teacher-created chunks should be labeled sections for instruction, not author-created stanzas.
Rhyme and sound	Paired rhyme remains the main pattern, while refrains and short declarative sentences interrupt the flow for emphasis.
Lineation and syntax	Dialogue, quotations, questions, semicolons, and short refrain sentences create greater punctuation and phrasing demands than earlier versions.
Figurative language	Dream is represented as a seed, lantern, song, voice, thread, rope, light, and traveler; history is personified as asking something of the speaker.
Prosody demand	Readers must distinguish childhood memory, Mama's voice, quoted imperatives, refrains, reflective adult narration, and the culminating direct address.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Setting	Historical scene	<i>But underneath an August sky, / ... / Across the steps and shining pool,</i>	Lines 5–16	Specific setting details require historical and geographic context while establishing a public event.
Perspective	Child understanding	<i>I did not understand each phrase; / Some words felt like a winding maze.</i>	Lines 21–22	The speaker distinguishes complete verbal understanding from emotional and conceptual understanding.
Agency	Choice as a path	<i>But now I knew each choice we make / Can help decide the path we take.</i>	Lines 35–36	The poem converts future hope into present individual responsibility.
Craft	Linked metaphoric systems	<i>A dream can be a planted seed ... / A dream can be a lantern bright ... / A dream can be a song we know,</i>	Lines 53–64	Three metaphors develop growth, guidance, and collective voice.
Synthesis	Speech to lived action	<i>They live not only in a speech, / But in the lives that speeches reach.</i>	Lines 89–90	The couplet states the poem's mature conclusion about historical influence and civic action.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Very Rich	The poem provides many statements about how hope travels, grows, and becomes action.
Inferential evidence opportunities	Very Rich	Students infer the historical setting, Mama's perspective, the adult narrator's memory, and the meaning of several metaphors.
Author's craft evidence	Very Rich	Refrains, quotations, personification, symbolism, parallel syntax, direct address, and multiple extended metaphors are distributed throughout.
Cross-section integration	Very Rich	A complete response requires evidence from the historical scene, child reflection, metaphor sequences, generational question, and adult conclusion.
Strength for writing	Very Rich	The poem supports extended analysis of how a historic dream travels through people, choices, and generations.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 4 culminating poem; sectioned rehearsal, historical-context preview, final whole-poem oral reading, and extended synthesis.

- Preview the August setting, large crowd, steps, reflecting pool, microphone, and Dr. King context before the first full reading.
- Chunk the poem into historical scene, child understanding, dream-travel refrain, three metaphors, generational question, and adult reflection.
- Use a metaphor chart for seed, lantern, song, path, and travel; require students to explain what each contributes.
- Complete a final uninterrupted or minimally interrupted reading to observe stamina, phrasing, and expressive control.

Recommended writing demand: Recommended response: develop a thesis (central idea) explaining how the poem shows a dream traveling across time. Students should synthesize evidence from the historical setting, metaphors, choices, and final adult reflection.

J. Research-Based Placement Rationale

Placement Determination

The Very High Stamina poem contains 636 words, 96 lines, and 48 paired couplets, a 368 percent increase from the Low version. It is appropriately reported as NP - Non-Prose. Complexity increases through historical context, layered perspective, multiple metaphor systems, refrains, direct address, oral endurance, evidence distance, and whole-text synthesis. With purposeful chunking and context support, it is an appropriate culminating Grade 3 poem.

PASSAGE REPORT 5 OF 8

POETRY

LOW STAMINA

What Will You Give? (Low Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

Moderately Low conceptual complexity with a low stamina load and concrete service imagery.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 14A
Title	What Will You Give? (Low Stamina)
Text Type / Genre	Literary text / civic-service poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 1 anchor poem; modeled and choral reading followed by identification of concrete service actions.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Establishes service through ordinary hands, feet, voice, friendship, and a final reflective question about what a child can give.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	Low	The message is direct: children can serve others through small, immediate actions.
Poetic Structure / Cohesion	Moderately Low	Eight paired couplets progress through hands, feet, voice, contrast with public leadership, and the closing question.
Language / Craft	Moderately High	Hands, feet, voice, and heart function symbolically; repeated first-person statements create parallelism and emphasis.
Knowledge Demands	Low	Everyday knowledge of helping, friendship, kindness, and classroom relationships is sufficient.
Reader / Task Demands	Moderately Low	The poem is short and concrete. Students need light support to interpret body parts as symbols for choices and actions.

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

Word-Level Dimension	Passage Evidence
Academic / abstract vocabulary	share; thoughtful; worried; kind; helping; give
Three-or-more-syllable examples	microphones
Morphology	worry → worried; thought → thoughtful; help → helping; use → useful (related word family)
Spelling / sound patterns	share/care; use/choose; today/way; kind/unwind; me/be; crowd/loud; live/give

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	16 lines organized as 8 paired couplets; each body-part section adds one category of service.
Rhyme and sound	Regular paired rhyme and repeated I have openings support fluency and memory.
Lineation and syntax	Thoughts usually span two lines, while quoted invitations require expressive reading and attention to punctuation.
Figurative language	Hands, feet, voice, and heart operate as symbols for ability, movement toward others, kind speech, and willingness to serve.
Prosody demand	Readers should emphasize the repeated body-part words and deliver the final question as genuine reflection rather than a flat rhyme.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Symbolism	Hands as ability	<i>I have two hands that I can share, / To lift, to carry, help, and care.</i>	Lines 1–2	Hands represent practical action rather than only body parts.
Application	Movement toward others	<i>If someone needs a friend today, / My feet can help me lead the way.</i>	Lines 7–8	The couplet frames service as intentionally approaching someone in need.
Voice	Kind language	<i>It can say, “Come and sit with me,” / Or, “I can help. What could it be?”</i>	Lines 11–12	Quoted language gives students an immediately usable form of service.
Contrast	Ordinary versus public action	<i>I do not need to lead a crowd, / Or speak through microphones out loud.</i>	Lines 13–14	The poem rejects the idea that service requires fame or public authority.
Central Idea	Reflective commitment	<i>A helping heart can start to live, / When I begin with, “What can I give?”</i>	Lines 15–16	The final question turns the poem’s examples into a personal decision.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Rich	Each body-part section offers an explicit example of helping.
Inferential evidence opportunities	Moderate	Students infer that hands, feet, voice, and heart symbolize choices.
Author's craft evidence	Rich	Parallelism, symbolism, rhyme, contrast, and direct quotation appear in a short text.
Cross-section integration	Low	Most responses can use adjacent couplets, though a full answer may combine several body-part categories.
Strength for writing	Moderate	The poem supports a focused response about two or three ways a child can serve.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 1 anchor poem; modeled and choral reading followed by identification of concrete service actions.

- Use simple gestures for hands, feet, voice, and heart to reinforce the symbolic categories.
- Discuss why sitting with someone or asking what help is needed can be meaningful service.
- Have students sort examples into Help With Hands / Help With Feet / Help With Voice.
- Rehearse the two quoted lines with welcoming tone and appropriate question inflection.

Recommended writing demand: Recommended response: explain two ways the speaker can help someone without leading a crowd. Students should cite two different body-part sections.

J. Research-Based Placement Rationale

PASSAGE REPORT 6 OF 8	POETRY	MEDIUM STAMINA
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What Will You Give? (Medium Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

Moderately High civic vocabulary and historical-context complexity with a medium stamina load.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 14B
Title	What Will You Give? (Medium Stamina)
Text Type / Genre	Literary text / historical-civic service poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 2 repeated-concept reading; supported independent or partner reading with vocabulary preview and historical-context discussion.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Adds Grandpa, country, a winter crowd, a president, citizens, contribution, and numerous local examples that connect a public call to service with a child's hands.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	Moderately High	The poem argues that a country lives through citizens' actions, not only symbols or buildings, and that children can contribute locally.
Poetic Structure / Cohesion	Moderately High	The poem moves from defining country, to a historical memory, to a service challenge, to local examples, and finally to a personal question.
Language / Craft	Moderately High	Hands operate as a sustained symbol; parallel verbs, contrast, rhetorical questioning, and paired rhyme organize the message.
Knowledge Demands	Moderately High	Readers need support for country, president, citizens, contribute, public speech, and the idea of civic participation.
Reader / Task Demands	Moderately High	Students must connect the historical challenge with concrete service actions and distinguish national identity from national symbols.

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

Word-Level Dimension	Passage Evidence
Academic / civic vocabulary	country; president; service; challenge; citizens; contribute; useful
Three-or-more-syllable examples	remembers; everywhere; president; citizens; contribute; another
Morphology	citizen → citizens; contribute → contribution (related form); use → useful; small → smaller
Spelling / sound patterns	more/soar; do/you; grow/sow; share/care; air/everywhere; clear/hear; get/yet; need/seed

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	32 lines organized as 16 paired couplets; the conceptual movement is broader than the Low version.
Rhyme and sound	Paired rhyme remains regular, although several pairs use approximate sound rather than exact rhyme.
Lineation and syntax	Parallel Hands can statements accelerate the opening, while the semicolon at lines 15–16 marks a contrast between receiving and contributing.
Figurative language	Hands symbolize service; the poem also defines a country through what citizens do rather than through visible symbols alone.
Prosody demand	Readers must shift from Grandpa's explanatory voice to the child's reflective voice and emphasize the final rhetorical question.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Meaning	Country defined by action	<i>A country lives in what we do, / In helping hands like mine and you.</i>	Lines 3–4	The couplet presents an abstract civic definition through concrete imagery.
Craft	Parallelism	<i>Hands can teach and hands can grow, / Hands can build and hands can sow.</i>	Lines 5–6	Repeated structure emphasizes the range of useful contributions.
Knowledge	Historical call	<i>He heard a president explain / That service could become our aim.</i>	Lines 11–12	The poem introduces a public historical source without naming the speaker in the poem itself.
Vocabulary	Contribution	<i>Don't only wonder what you'll get; / Ask what you can contribute yet.</i>	Lines 15–16	The contrast introduces an important civic term and a shift in perspective.
Central Idea	Child-sized service	<i>Ten fingers ready, strong and true— / What good can these two hands now do?</i>	Lines 31–32	The ending turns the historical message into immediate personal action.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Rich	Many couplets list specific ways hands can help at home, school, or in the community.
Inferential evidence opportunities	Rich	Students infer why a country is more than flags or buildings and how a public speech reaches a child.
Author's craft evidence	Rich	Symbolism, parallelism, contrast, rhetoric, rhyme, and historical framing are available.
Cross-section integration	Moderate	A complete response should connect the opening definition, historical challenge, and local examples.
Strength for writing	Rich	The poem supports explanation of citizenship as contribution with multiple evidence categories.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 2 repeated-concept reading; supported independent or partner reading with vocabulary preview and historical-context discussion.

- Clarify country, citizen, service, contribute, and contribution with student-friendly examples.
- Compare flags and buildings with actions to show the poem's concrete-to-abstract reasoning.
- Create a Hands Can chart and group examples as helping people, improving places, or meeting needs.

- Ask students to explain why the final question is more important than simply naming the hands.

Recommended writing demand: Recommended response: explain how the poem shows that a country depends on what citizens do. Students should use one historical-context couplet and two local-action examples.

J. Research-Based Placement Rationale

Placement Determination

The Medium Stamina poem contains 204 words, 32 lines, and 16 paired couplets. It is reported as NP - Non-Prose. Complexity increases through civic vocabulary, a historical speech reference, Grandpa's perspective, a contrast between receiving and contributing, and evidence distributed across definition, memory, examples, and reflection. It is well suited for supported Grade 3 close reading and multi-evidence writing.

PASSAGE REPORT 7 OF 8

POETRY

HIGH STAMINA

What Will You Give? (High Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

High figurative, civic-service, and evidence complexity with a high stamina load.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 14C
Title	What Will You Give? (High Stamina)
Text Type / Genre	Literary text / historical-service extended-metaphor poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 3 sustained poetry reading; four-part chunking, vocabulary study, expressive rehearsal, and whole-poem synthesis.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Adds an invitation metaphor, a public winter gathering, imperatives to serve, overseas volunteers, cooperation and mutual learning, generational transmission, and local school-

based application.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	High	The poem presents service as an invitation that moves through people and time. It also implies that meaningful service requires participation, contribution, listening, and cooperation.
Poetic Structure / Cohesion	High	The poem develops from the invitation metaphor to the historic crowd, global volunteering, Grandpa's memory, the child's reflection, and a final contribution question.
Language / Craft	High	Extended metaphor, imperative sentences, repetition, symbolism, contrast, rhetorical questions, and personification create a dense craft layer.
Knowledge Demands	High	Readers need context for a presidential service challenge, volunteering across countries, communities, cooperation, and the ethical importance of listening.
Reader / Task Demands	High	Students must sustain 56 lines, interpret a metaphor across the poem, track time, and integrate evidence from global and local service sections.

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

Word-Level Dimension	Passage Evidence
Academic / civic vocabulary	invitation; serve; participate; contribute; volunteers; communities; cooperation; contribution
Three-or-more-syllable examples	invitation; participate; contribute; volunteers; communities; cooperation; ordinary; contribution
Morphology	invite → invitation; participate → participation; contribute → contribution; cooperate → cooperation; volunteer → volunteers
Spelling / sound patterns	door/floor; be/free; air/there; name/fame; share/care; wide/side; learned/burned; space/face; true/do

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	56 lines organized as 28 paired couplets; the poem can be taught in four conceptual sections without treating them as marked stanzas.
Rhyme and sound	Paired rhyme is sustained, but several slant or eye-rhyme pairs require prosodic judgment.
Lineation and syntax	Short imperatives interrupt longer narrative couplets, creating shifts in pace and emphasis.
Figurative language	The public call to service becomes an invitation that travels across air, borders, hands, years, and a kitchen table.
Prosody demand	Readers must distinguish narrative, quoted challenge, imperative commands, reflective questions, and the final direct question.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
Craft	Invitation metaphor	<i>No stamp announced what it would be, / Yet an invitation traveled free.</i>	Lines 3–4	The poem transforms spoken words into an invitation that can move without paper.
Purpose	Imperative call	<i>Do something good. Give what you can. / Reach out your heart. Extend your hand.</i>	Lines 9–10	Short commands make the civic message direct and memorable.
Knowledge	Global cooperation	<i>Young volunteers crossed seas so wide, / To work with communities side by side.</i>	Lines 23–24	Students connect service with international participation and partnership.
Ethics	Mutual learning	<i>They shared their talents, time, and skill, / But listened to another's will.</i>	Lines 27–28	The contrast prevents service from being interpreted as one-sided control.
Central Idea	Local contribution	<i>Sometimes it starts not far away, / But three short desks from yours today.</i>	Lines 51–52	The poem returns a global idea to an immediate classroom setting.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Very Rich	The poem includes commands, global examples, local examples, and repeated contribution language.
Inferential evidence opportunities	Rich	Students infer the identity and movement of the invitation and the ethical meaning of listening.
Author's craft evidence	Very Rich	Extended metaphor, imperatives, personification, parallelism, rhetorical questions, and rhyme are distributed throughout.
Cross-section integration	Rich	A strong response must connect the historic call, volunteers, Grandpa's memory, and the child's local action.
Strength for writing	Very Rich	The poem supports extended response about what service is, how it travels, and where it can begin.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 3 sustained poetry reading; four-part chunking, vocabulary study, expressive rehearsal, and whole-poem synthesis.

- Preview invitation, participate, contribute, volunteers, communities, cooperation, and contribution.
- Trace the invitation on a timeline: public crowd → volunteers → Grandpa → kitchen → child → school.
- Discuss why listening to another's will is essential to respectful service.
- Require students to use one global-service example and one local-service example.

Recommended writing demand: Recommended response: explain how the invitation to serve travels through the poem and changes form. Students should cite evidence from the public speech, volunteer work, Grandpa's story, and the child's local plan.

J. Research-Based Placement Rationale

PASSAGE REPORT 8 OF 8	POETRY	VERY HIGH STAMINA
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What Will You Give? (Very High Stamina)

Grade 3 Cluster 7 Poetry | Teacher-Facing Text Complexity Evidentiary Profile

Overall Complexity Judgment

High historical, ethical, structural, and synthesis complexity with a very high stamina load.

A. Passage Identification and Placement

Field	Passage-Specific Record
Passage ID	Passage 14D
Title	What Will You Give? (Very High Stamina)
Text Type / Genre	Literary text / historical-civic service poem
Author / Source	The Writing Academy®, LLC supplemental text; author not identified in supplied source
Intended Grade	Grade 3
Instructional Purpose	Reading stamina, oral fluency/prosody, poetry analysis, evidence retrieval, civic reasoning, and written response
Recommended Reading Context	Week 4 culminating poem; historical-context preview, sectioned rehearsal, final whole-poem reading, and extended civic-service analysis.
Possible Standards Connection	Source-supplied Social Studies: 4.15(B); 4.19(A,C,E,F,G). Anticipated: 4.3(I); §113.5(b)(6) (A,B,D,G,H). Retained as supplied; consult the approved Grade 3 alignment chart.

Instructional function in the sequence: Adds a full generational-memory frame, a presidential call to service, repeated Serve refrains, the Peace Corps, reciprocal service, bridge symbolism, ordinary-hand examples, definitions of country and neighborhood, and a culminating commitment.

B. Genre-Adjusted Quantitative Profile

D. Qualitative Complexity Analysis

Dimension	Rating	Passage-Specific Analysis
Meaning / Purpose	High	The poem develops service as contribution, humility, reciprocity, citizenship, generational inheritance, and a daily choice by ordinary people.
Poetic Structure / Cohesion	High	Multiple conceptual movements are linked through Grandpa, hands, invitation, questions, repeated Serve lines, and the movement from national history to a child's decision.
Language / Craft	High	History is tucked away, words travel like starlight, service builds bridges, an invitation blooms, hands and heart symbolize agency, and repeated questions drive reflection.
Knowledge Demands	High	Readers need context for a national capital, a presidential address, the Peace Corps, international volunteering, reciprocal service, citizenship, community, and generational transmission.
Reader / Task Demands	High	At 140 lines, the poem requires substantial oral endurance, purposeful chunking, ethical reasoning, historical context, long-range evidence retrieval, and whole-text synthesis.

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

Word-Level Dimension	Passage Evidence
Academic / civic vocabulary	history; memory; capital; president; contribution; service; encouragement; communities; volunteers; citizen
Three-or-more-syllable examples	memories; capital; president; contribution; encouragement; communities; volunteers; unfamiliar; invitation; ordinary; enormous; understand
Morphology	memory → memories; contribute → contribution; encourage → encouragement; community → communities; citizen; ordinary
Spelling / sound patterns	away/say; sight/bright; snow/blow; chill/still; speak/meek; need/deed; share/care; far/star; wide/tide; shore/more

F. Poetry-Specific Structure, Cohesion, and Oral-Reading Demands

Genre-Specific Feature	Analysis
Line and couplet structure	140 lines organized as 70 paired couplets. Instructional chunks are necessary, but should not be represented as author-marked stanzas.
Rhyme and sound	Paired rhyme remains dominant; repeated Serve lines and recurring questions operate as refrains that reset attention.
Lineation and syntax	The poem combines narrative, dialogue, commands, definitions, rhetorical questions, semicolons, colons, apostrophes, and em dashes.
Figurative language	History is stored in stories; words travel like starlight; service is a bridge; an invitation blooms; ordinary hands and heart symbolize civic agency.
Prosody demand	Readers must sustain changes among Grandpa's remembered voice, quoted principles, refrain, explanation, humor, personal reflection, and final commitment.

G. Passage Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters
History	Memory as a source	<i>Grandpa keeps history tucked away, / Inside the stories he can say.</i>	Lines 1–2	The opening frames oral memory as a way history is preserved and transmitted.
Civic Meaning	Contribution over receiving	<i>Not only, “What can come to me?” / But, “What can my contribution be?”</i>	Lines 13–14	The contrast states the poem’s core shift from receiving to serving.
Knowledge / Ethics	Reciprocal service	<i>True service stands beside a friend, / And asks how both can reach the end.</i>	Lines 47–48	The poem defines service as partnership rather than superiority.
Craft	Bridge metaphor	<i>It builds a bridge from shore to shore, / Where each side gives and learns some more.</i>	Lines 51–52	The metaphor develops mutual exchange, connection, and learning.
Synthesis	Generational civic choice	<i>From president to citizen, / Then grandfather to child again.</i>	Lines 123–124	The couplet condenses the poem’s historical and generational movement.

H. Evidence Density and Writing Value

Evidence Feature	Rating	Passage-Specific Finding
Explicit evidence opportunities	Very Rich	The poem provides many definitions, examples, commands, contrasts, and reflections about service.
Inferential evidence opportunities	Very Rich	Students infer the historical speech context, the ethics of reciprocal service, and the significance of generational transmission.
Author’s craft evidence	Very Rich	Extended metaphors, refrains, dialogue, rhetorical questions, definitions, symbolism, contrast, and rhyme are abundant.
Cross-section integration	Very Rich	A complete analysis requires evidence from the historic crowd, Peace Corps section, kitchen conversation, ordinary hands, country/community definitions, and conclusion.
Strength for writing	Very Rich	The text supports extended synthesis of what service means, how it travels, and how ordinary citizens act on it.

I. Reader, Task, and Writing Demands

Recommended reading mode: Week 4 culminating poem; historical-context preview, sectioned rehearsal, final whole-poem reading, and extended civic-service analysis.

- Preview national capital, presidential address, Peace Corps, volunteer, contribution, citizen, community, and reciprocity.

- Chunk the poem into memory/speech, service actions, Peace Corps, mutual learning, Grandpa-to-child transfer, ordinary hands, country/community, and final commitment.
- Use a Service Is / Service Is Not chart to clarify humility, partnership, listening, and reciprocal learning.
- Complete a final sustained reading or divided choral performance, then require students to trace one idea across at least four sections.

Recommended writing demand: Recommended response: develop a thesis (central idea) explaining how the poem defines true service. Students should synthesize evidence about contribution, Peace Corps partnership, ordinary hands, community, and the final personal commitment.

J. Research-Based Placement Rationale

Placement Determination

The Very High Stamina poem contains 903 words, 140 lines, and 70 paired couplets, a 665 percent increase from the Low version. It remains NP - Non-Prose. Its complexity is driven by sustained reading volume, historical context, civic vocabulary, ethical nuance, multiple metaphors, refrains, generational structure, evidence distance, and whole-text synthesis. With purposeful chunking and vocabulary support, it is an appropriate culminating Grade 3 supplemental poem.

Cross-Set Teacher Guidance

Using two poetry sequences as a four-week stamina staircase

What Remains Stable

Set	Stable Conceptual Anchor	Instructional Benefit
A Dream Can Grow	Dream, hope, voice, child, kindness, carrying, light, and intergenerational growth.	Students can devote increasing attention to historical perspective, figurative language, evidence integration, and oral stamina because the central ideal is familiar.
What Will You Give?	Hands, voice, service, contribution, Grandpa, community, and everyday helping.	Students can focus on civic vocabulary, historical transmission, reciprocity, metaphor, and whole-text synthesis without beginning from zero topic knowledge.

What Increases

Complexity Dimension	A Dream Can Grow Progression	What Will You Give? Progression
Volume / stamina	136 to 636 words; 20 to 96 lines.	118 to 903 words; 16 to 140 lines.
Poetic structure	From regular paired couplets to refrains, dialogue, historical scene, adult memory, and multiple metaphor systems.	From body-part symbols to historical frame, repeated Serve refrain, Peace Corps section, definitions, dialogue, and final commitment.
Vocabulary	From dream, hope, and kindness to phrase, microphone, generation, history, and ordinary care.	From help and share to citizens, contribution, participation, cooperation, encouragement, Peace Corps, and reciprocity.
Knowledge demand	From familiar hope and kindness to Dr. King, a public civil-rights speech, historical setting, and generational responsibility.	From peer helping to presidential service, international volunteering, mutual learning, citizenship, country, and community.
Evidence distance	From adjacent couplets to evidence distributed across scene, metaphor, refrain, question, and adult reflection.	From nearby body-part examples to evidence spread across historical memory, global service, local action, civic definition, and conclusion.
Writing demand	From one explanation of growth to whole-poem analysis of how a dream travels through people and time.	From two helping actions to a thesis (central idea) defining true service through history, reciprocity, and civic choice.

Four-Week Instructional Protocol

- Preview only the new vocabulary, historical context, and craft demands. Use quick retrieval to reactivate the established conceptual anchor.
- Read every poem aloud for meaning before conducting line-by-line analysis. Students should hear rhyme, punctuation, dialogue, refrain, and shifts in tone.
- Mark recurring content and newly expanded content differently so students can see how each version elaborates the same idea without simply repeating the same text.
- Use poetry-specific annotation: line breaks, rhyme, repeated syntax, figurative language, symbolism, perspective, time shifts, and refrain.
- Rehearse in teacher-created chunks, then complete a final uninterrupted or minimally interrupted reading to measure stamina and prosody.
- Move the evidence demand each week from local couplet retrieval to integration across historical, figurative, personal, and concluding sections.
- Increase writing expectations gradually: one reason and evidence; two connected reasons; multiple evidence categories; whole-text synthesis and significant inference.
- Record both comprehension and oral-reading observations. A student may understand the civic ideas but need support with phrasing, historical context, or sustained attention.

Recommended Teacher Observation Record

Observation Area	Evidence to Record
Accuracy / Decoding	Errors with multisyllabic words, proper nouns, contractions, suffixes, rhyme words, or domain terms.
Rate / Stamina	Ability to sustain reading across the assigned section without losing place, meaning, or role cue.
Prosody	Phrasing, punctuation, rhythm, expression, question intonation, and character voice.
Comprehension	Accurate gist, central idea/theme, cause and effect, character contribution, and genre structure.
Evidence Retrieval	Ability to locate local and distributed evidence using line, scene, or turn references.
Written Reasoning	Quality of claim, evidence selection, explanation, and inference.
Support Needed	Vocabulary preview, chunking, partner role, repeated reading, teacher model, visual organizer, or sentence frame.

Reusable Poetry Text Complexity Evidence Record

The Writing Academy®, LLC teacher documentation form

Profile Section	Required Teacher Record
Identification	Title; source/author; grade; lesson; standards; reading context; instructional purpose
Quantitative	NP status; body words; lines; couplets; explicit stanzas/sections; punctuation-defined sentence spans; words per line; longest line; 3+ syllable count/%; rhyme and sound pattern evidence
Word-Level	Tier 2 and Tier 3 words; abstract vocabulary; morphology; spelling patterns; rhyme words; multisyllabic examples
Poetic Structure	Rhyme scheme; sound devices; stanza/couplet structure; lineation; punctuation; repetition; shifts in time, speaker, or idea
Language / Craft	Literal and figurative language; simile; metaphor; personification; symbolism; connotation; imagery; tone
Knowledge Demands	Everyday, civic, scientific, cultural, historical, geographic, or intertextual knowledge required
Reader / Task	Reading mode; number of readings; stamina; annotation; prosody; evidence location; writing demand; scaffolds
Evidence Density	Explicit, inferential, craft, cross-section, and multiple-interpretation evidence opportunities
Passage Evidence	Exact quotation; line/couplet location; complexity effect; instructional significance
Final Determination	Overall complexity; recommended Grade 3 mode; qualitative adjustment; final rationale

Blank Poetry Evidence Ledger

Dimension	Feature	Passage Evidence	Line / Couplet	Why It Matters

Reusable Paired-Poetry Comparison Record

The Writing Academy®, LLC teacher documentation form

Comparison Section	Required Teacher Record
Identification	Titles, stamina levels, date, group, and instructional purpose
Stable Concept	Recurring idea, image, perspective, or civic principle across both poem families
Quantitative Comparison	Body words, lines, couplets, sentence units, and multisyllabic load
Craft Comparison	Rhyme, repetition, symbolism, metaphor, refrain, dialogue, and point of view
Knowledge Comparison	Historical, cultural, civic, and intertextual knowledge required
Evidence Comparison	Line references showing similarity, contrast, development, or transfer
Oral Reading / Prosody	Phrasing, rhythm, emphasis, expressive reading, and sustained fluency observations
Reader / Task	Reading mode, oral-performance demand, scaffolds, and level of independence
Writing Use	Comparison claim, evidence from both poems, explanation, and significant inference
Instructional Decision	Next teaching step, regrouping need, extension, or evidence of readiness

Blank Cross-Poem Comparison Ledger

Dimension	A Dream Can Grow Evidence	What Will You Give? Evidence	Relationship	Instructional Significance
Meaning				
Structure				
Craft				
Knowledge				
Perspective				
Civic Action				
Synthesis				

Publication and Review Record

Verification checklist for final supplemental lesson guide inclusion

Final Review Checklist

- [] Confirm the final wording of all eight poems before publishing the calculated counts.
- [] Recalculate word, line, couplet, sentence-unit, unique-word, and syllabic counts after any text revision.
- [] Preserve the line references used in the evidence ledgers, or update them after any wording or lineation change.

- [] Confirm that teacher-created poetry chunks are not mislabeled as author-created stanzas.
- [] Confirm that titles, passage numbers, stamina labels, standards codes, and formatting marks are excluded from body-word counts.
- [] Attach the intended comprehension, poetry, oral-reading, civic-reasoning, and writing tasks to each poem.
- [] Document required scaffolds and the expected degree of student independence.
- [] Review the source content and source-supplied standards separately for factual, cultural, curricular, and grade-level accuracy before final publication.

Measurement Record

Final Record

NP - Non-Prose / Confirmed: _____

Yes / No

Yes / No

Yes / No

References and Methodological Sources

[2]

[3]

Final Determination and Approval

Official characterization for Grade 3 supplemental lesson guide inclusion

Final Summary at a Glance

Approval Record

Approval Field	Final Entry
Reviewer / Approver	
Role / Title	
Approval Date	
Status	☐ Approved ☐ Approved with Revisions ☐ Return for Revision
Signature / Initials	