

THE WRITING ACADEMY®, LLC  
COURSE OVERVIEW · TEACHER RESOURCES

# Grade 5 Cluster 8 Text Complexity and Reading Stamina Report

*Part of the ECR Supplemental Support System.*

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# Package Contents

*Scope, organization, and intended instructional use*

| RECORD         | DETAIL                                                |
|----------------|-------------------------------------------------------|
| Intended Use   | Supplemental Support Lesson Guide                     |
| Document Type  | Official Teacher-Facing Instructional Planning Report |
| Version / Date | Version 1.0   2026                                    |
| Texts Analyzed | 4 passage versions across 4 reading selection(s)      |

| SECTION     | CONTENTS                                                                        |
|-------------|---------------------------------------------------------------------------------|
| Section I   | Overall purpose, cluster architecture, research basis, and interpretation rules |
| Section II  | Master quantitative comparison and cross-text findings                          |
| Section III | Per-passage text complexity evidentiary profiles                                |
| Section IV  | Cross-text implementation guidance and verification record                      |

**Report Use**

This package is designed for direct placement in the Grade 5 Supplemental Support Lesson Guide of The Writing Academy®, LLC. It documents every supplied passage version separately while also explaining how the Cluster 8 set grows across four stamina levels. Every count in this report is calculated directly from the supplied passage text.

# Source Set Overview

*The reading selections analyzed in this report*

| READING SELECTION                                     | VERSIONS PROVIDED | READING VOLUME RANGE (WORDS) |
|-------------------------------------------------------|-------------------|------------------------------|
| From Protest to Participation: How a Nation Changes   | Low               | 1,823                        |
| How Change Happens: Observe, Adapt, Test, and Improve | Medium            | 1,877                        |
| Six Turning Points: What Made Change Happen?          | High              | 578                          |
| The Change Files: How Questions Become Decisions      | Very High         | 927                          |

## Overall Purpose and Cluster Architecture

*How the passage set builds knowledge and reading stamina across four modules*

The Cluster 8 set gives each reading at four stamina levels, one for every module. The conceptual core stays stable while reading volume, vocabulary load, evidence distance, and synthesis demand increase from the shortest Module 1 reading to the fullest Module 4 reading. Teachers can match the version to a student while keeping the same lesson purpose.

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

## Research Basis and Measurement Protocol

*How the evidentiary profile is calculated and interpreted*

Each selection is evaluated through quantitative statistics, qualitative dimensions, and reader and task demands rather than one score alone. The planning estimate emphasizes mean sentence length and lexical demand. It does not by itself measure total stamina, quality, content, or task complexity. The same text can be more or less demanding depending on rereading, scaffolds, the required response, and students prior knowledge.

### Counting Conventions

- Word counts include student-facing passage language and exclude titles, stamina labels, and report metadata. Contractions, possessives, and hyphenated compounds count as one word, and numerals count as one word.
- Sentence counts use terminal punctuation. Runs of terminal marks and ellipses collapse to one boundary, and decimal points and common abbreviations do not split a sentence.
- Paragraph and narrative-beat counts follow the separated source blocks. Short dialogue, reflection, and list blocks are retained because they affect pacing and retrieval.
- Syllable counts use a pronunciation dictionary (CMUdict) when the word is listed, and a consistent vowel-group heuristic with silent-ending adjustments for names and uncommon terms.
- Flesch-Kincaid grade level uses 0.39 times words per sentence, plus 11.8 times syllables per word, minus 15.59. It is used for triangulation only, not as a grade-placement decision.
- Metric-derived complexity bands: Reader and Stamina Load is Lower below 300 words, Moderate from 300 to 900, and Higher above 900. Lexical Demand is Lower below 8%, Moderate from 8 to 11.5%, and Higher above 11.5% three-or-more-syllable words. Sentence Complexity is Lower below 10 words average, Moderate from 10 to 13, and Higher above 13. Formula Readability is Lower below 5.5, Moderate from 5.5 to 7.0, and Higher above 7.0.

## Master Quantitative Comparison

*Actual counts computed across all Cluster 8 selections*

| SELECTION                                             | LEVEL     | WORDS | SENT. | PARA. | AVG. SENT. | 3+ SYL.     | F-K |
|-------------------------------------------------------|-----------|-------|-------|-------|------------|-------------|-----|
| From Protest to Participation: How a Nation Changes   | Low       | 1,823 | 187   | 185   | 9.7        | 376 (20.6%) | 9.0 |
| How Change Happens: Observe, Adapt, Test, and Improve | Medium    | 1,877 | 235   | 268   | 8.0        | 329 (17.5%) | 7.6 |
| Six Turning Points: What Made Change Happen?          | High      | 578   | 43    | 84    | 13.4       | 117 (20.2%) | 9.8 |
| The Change Files: How Questions Become Decisions      | Very High | 927   | 106   | 124   | 8.7        | 161 (17.4%) | 7.7 |

### What the Numbers Demonstrate

- This capstone gives a distinct reading for each module. Reading volume across the four modules ranges from 578 to 1,877 words.
- Three-or-more-syllable density across the four capstone readings ranges from 17.4% to 20.6%.
- Because each module carries its own reading, students meet new text rather than a lengthened version of one passage, which raises the synthesis and transfer demand.

## Per-Passage Text Complexity Profiles

*One evidentiary profile per supplied passage version*

# From Protest to Participation: How a Nation Changes - Low Stamina Report

Cluster 8 | Module 1 / Low Stamina

## A. Official Passage Profile

- 1,823 total words; 696 unique word forms
- 187 punctuation-defined sentences; 185 separated paragraphs / narrative beats
- 9.7 words average sentence length; 25 words in the longest conventional sentence
- 34 sentences of 15+ words; 14 of 20+ words; 1 of 25+ words
- 1 syllable: 953 (52.3%); 2 syllables: 489 (26.8%); 3+ syllables: 376 (20.6%)
- Flesch-Kincaid grade level 9.0, corroborating formula only, not a placement decision
- Estimated single-pass reading time 15.2 to 18.2 minutes at 100 to 120 words per minute

## B. Metric-Derived Complexity Indicators

Planning indicators derived deterministically from the computed statistics above, using the documented bands in the Research Basis section. They summarize measurable load, not an editorial judgment of quality.

| INDICATOR             | COMPUTED BASIS                               | BAND   |
|-----------------------|----------------------------------------------|--------|
| Reader / Stamina Load | 1,823 words across 185 beats                 | Higher |
| Lexical Demand        | 20.6% of words carry 3+ syllables            | Higher |
| Sentence Complexity   | 9.7 words average; 34 sentences of 15+ words | Lower  |
| Formula Readability   | Flesch-Kincaid 9.0                           | Higher |

## C. Word-Level and Vocabulary Evidence

### Three-or-More-Syllable Examples

ideas citizenship inventions communities important government  
citizens United examples documents compromises elections  
amendments discovered

### Longer Academic Vocabulary

freedom become changes nation transform people arrive written  
challenged replaced something cannot

### Proper Nouns and Domain Terms

Question How A New Is Who What The United States  
Begins With

Every example above is a word that appears verbatim in this passage. Three-or-more-syllable words are identified with the pronunciation-dictionary method described in the Research Basis section.

## D. Sentence, Cohesion, and Beat Evidence

|                             |                                                                                                                                                                                                        |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening Sentence            | <i>“Central Question: How do ideas about freedom, rights, and citizenship become real changes in a nation?”</i>                                                                                        |
| Longest Sentence (25 words) | <i>“People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.”</i> |
| Beat / Paragraph Count      | 185 separated source blocks, each a narrative or informational beat                                                                                                                                    |

# How Change Happens: Observe, Adapt, Test, and Improve - Medium Stamina Report

Cluster 8 | Module 2 / Medium Stamina

## A. Official Passage Profile

- 1,877 total words; 739 unique word forms
- 235 punctuation-defined sentences; 268 separated paragraphs / narrative beats
- 8.0 words average sentence length; 29 words in the longest conventional sentence
- 24 sentences of 15+ words; 5 of 20+ words; 2 of 25+ words
- 1 syllable: 1015 (54.1%); 2 syllables: 533 (28.4%); 3+ syllables: 329 (17.5%)
- Flesch-Kincaid grade level 7.6, corroborating formula only, not a placement decision
- Estimated single-pass reading time 15.6 to 18.8 minutes at 100 to 120 words per minute

## B. Metric-Derived Complexity Indicators

Planning indicators derived deterministically from the computed statistics above, using the documented bands in the Research Basis section. They summarize measurable load, not an editorial judgment of quality.

| INDICATOR             | COMPUTED BASIS                               | BAND   |
|-----------------------|----------------------------------------------|--------|
| Reader / Stamina Load | 1,877 words across 268 beats                 | Higher |
| Lexical Demand        | 17.5% of words carry 3+ syllables            | Higher |
| Sentence Complexity   | 8.0 words average; 24 sentences of 15+ words | Lower  |
| Formula Readability   | Flesch-Kincaid 7.6                           | Higher |

## C. Word-Level and Vocabulary Evidence

### Three-or-More-Syllable Examples

responding challenges dangerous unfamiliar settlement situation  
conditions evidence explanations individuals societies information  
experience consequences

### Longer Academic Vocabulary

history science drooping broken unfair little common presents  
problem working happen people

### Proper Nouns and Domain Terms

What A Something The QUESTION GATHER COMPARE DECIDE  
CHECK Understanding Change Begins

Every example above is a word that appears verbatim in this passage. Three-or-more-syllable words are identified with the pronunciation-dictionary method described in the Research Basis section.

## D. Sentence, Cohesion, and Beat Evidence

|                             |                                                                                                                                                                                                                               |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening Sentence            | <i>“Central Question: What do history and science teach us about responding to challenges?”</i>                                                                                                                               |
| Longest Sentence (29 words) | <i>“NOTICE → QUESTION → GATHER → COMPARE → DECIDE → ACT → CHECK<br/>Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.”</i> |
| Beat / Paragraph Count      | 268 separated source blocks, each a narrative or informational beat                                                                                                                                                           |

# Six Turning Points: What Made Change Happen? - High Stamina Report

Cluster 8 | Module 3 / High Stamina

## A. Official Passage Profile

- 578 total words; 308 unique word forms
- 43 punctuation-defined sentences; 84 separated paragraphs / narrative beats
- 13.4 words average sentence length; 42 words in the longest conventional sentence
- 14 sentences of 15+ words; 6 of 20+ words; 6 of 25+ words
- 1 syllable: 301 (52.1%); 2 syllables: 147 (25.4%); 3+ syllables: 117 (20.2%)
- Flesch-Kincaid grade level 9.8, corroborating formula only, not a placement decision
- Estimated single-pass reading time 4.8 to 5.8 minutes at 100 to 120 words per minute

## B. Metric-Derived Complexity Indicators

Planning indicators derived deterministically from the computed statistics above, using the documented bands in the Research Basis section. They summarize measurable load, not an editorial judgment of quality.

| INDICATOR             | COMPUTED BASIS                                | BAND     |
|-----------------------|-----------------------------------------------|----------|
| Reader / Stamina Load | 578 words across 84 beats                     | Moderate |
| Lexical Demand        | 20.2% of words carry 3+ syllables             | Higher   |
| Sentence Complexity   | 13.4 words average; 14 sentences of 15+ words | Higher   |
| Formula Readability   | Flesch-Kincaid 9.8                            | Higher   |

## C. Word-Level and Vocabulary Evidence

### Three-or-More-Syllable Examples

Historians investigate EVIDENCE Parliament colonists materials Colonial colonies representatives disagreements organized resistance decisions government

### Longer Academic Vocabulary

scientists research required printed protest boycott repealed follow repeal affect action create

### Proper Nouns and Domain Terms

The Change Lab Historians EVIDENCE CHOICE ACTION IMPACT TAB Case File Stamp

Every example above is a word that appears verbatim in this passage. Three-or-more-syllable words are identified with the pronunciation-dictionary method described in the Research Basis section.

## D. Sentence, Cohesion, and Beat Evidence

|                             |                                                                                                                                                                                                                                                                   |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening Sentence            | <i>"Welcome to The Change Lab Historians and scientists both investigate change."</i>                                                                                                                                                                             |
| Longest Sentence (42 words) | <i>"TAB 6, IMPACT Case File: A New Home in America Location: New York Harbor and Ellis Island Time Period: Early 1900s Map Caption Immigrants crossed the Atlantic from many parts of Europe and entered the United States through ports including New York."</i> |
| Beat / Paragraph Count      | 84 separated source blocks, each a narrative or informational beat                                                                                                                                                                                                |

# The Change Files: How Questions Become Decisions - Very High Stamina Report

Cluster 8 | Module 4 / Very High Stamina

## A. Official Passage Profile

- 927 total words; 412 unique word forms
- 106 punctuation-defined sentences; 124 separated paragraphs / narrative beats
- 8.7 words average sentence length; 22 words in the longest conventional sentence
- 14 sentences of 15+ words; 4 of 20+ words; 0 of 25+ words
- 1 syllable: 506 (54.6%); 2 syllables: 260 (28.0%); 3+ syllables: 161 (17.4%)
- Flesch-Kincaid grade level 7.7, corroborating formula only, not a placement decision
- Estimated single-pass reading time 7.7 to 9.3 minutes at 100 to 120 words per minute

## B. Metric-Derived Complexity Indicators

Planning indicators derived deterministically from the computed statistics above, using the documented bands in the Research Basis section. They summarize measurable load, not an editorial judgment of quality.

| INDICATOR             | COMPUTED BASIS                               | BAND   |
|-----------------------|----------------------------------------------|--------|
| Reader / Stamina Load | 927 words across 124 beats                   | Higher |
| Lexical Demand        | 17.4% of words carry 3+ syllables            | Higher |
| Sentence Complexity   | 8.7 words average; 14 sentences of 15+ words | Lower  |
| Formula Readability   | Flesch-Kincaid 7.7                           | Higher |

## C. Word-Level and Vocabulary Evidence

### Three-or-More-Syllable Examples

Evidence decisions umbrella community another decision  
decisionmaking immediately dangerous complicated behaviors gardener  
citizen intersection

### Longer Academic Vocabulary

affect thousands millions people country project instead follows  
pattern notice happening turtle

### Proper Nouns and Domain Terms

You Decide Follow Evidence People I NOTICE QUESTION GATHER  
COMPARE CHECK First

Every example above is a word that appears verbatim in this passage. Three-or-more-syllable words are identified with the pronunciation-dictionary method described in the Research Basis section.

## D. Sentence, Cohesion, and Beat Evidence

|                             |                                                                                                                                                                       |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening Sentence            | <i>“Before You Decide, Follow the Evidence People make decisions every day.”</i>                                                                                      |
| Longest Sentence (22 words) | <i>“Spanish settlement in Texas expanded Spanish influence, but many Native American communities experienced loss of freedom, land, or traditional ways of life.”</i> |
| Beat / Paragraph Count      | 124 separated source blocks, each a narrative or informational beat                                                                                                   |

## Cross-Text Implementation Guidance

*Using the stamina staircase in daily instruction*

- Use the Low version to establish the shared knowledge framework, then move students up the staircase as their stamina and evidence handling grow.
- Match the assigned writing product to the evidence available in the selected version, using the module framework table above.
- Teach the longer versions across multiple purposeful readings rather than assigning the full text as one unsupported first read.
- Preview the three-or-more-syllable and domain vocabulary listed in each passage profile before the first read.

### Verification Record

Every count in this report was produced by a single deterministic generator that reads the supplied passage text directly. The method reproduces the published Grade 3 report counts for words, sentences, paragraphs, and three-or-more-syllable words. No passage text or metric was entered by hand.