

THE WRITING ACADEMY®, LLC
COURSE OVERVIEW · TEACHER RESOURCES

Grade 5 Prepare Text Complexity and Reading Stamina Report

Part of the ECR Supplemental Support System.

The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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	2 passage versions across 2 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 Prepare 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)
The Great Chocolate Chip Cookie Mystery	Modules 1-2 Anchor	1,196
The Fifth-Grade Cookie Commission	Modules 3-4 Expansion	1,283

Overall Purpose and Cluster Architecture

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

The Prepare 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 Prepare selections

SELECTION	LEVEL	WORDS	SENT.	PARA.	AVG. SENT.	3+ SYL.	F-K
The Great Chocolate Chip Cookie Mystery	Modules 1-2 Anchor	1,196	160	141	7.5	151 (12.6%)	5.8
The Fifth-Grade Cookie Commission	Modules 3-4 Expansion	1,283	197	193	6.5	175 (13.6%)	6.2

What the Numbers Demonstrate

- This capstone gives a distinct reading for each module. Reading volume across the four modules ranges from 1,196 to 1,283 words.
- Three-or-more-syllable density across the four capstone readings ranges from 12.6% to 13.6%.
- 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

The Great Chocolate Chip Cookie Mystery - Modules 1-2 Anchor Report

Prepare | The Great Chocolate Chip Cookie Mystery / Modules 1-2 Anchor

A. Official Passage Profile

- 1,196 total words; 476 unique word forms
- 160 punctuation-defined sentences; 141 separated paragraphs / narrative beats
- 7.5 words average sentence length; 30 words in the longest conventional sentence
- 16 sentences of 15+ words; 8 of 20+ words; 3 of 25+ words
- 1 syllable: 710 (59.4%); 2 syllables: 333 (27.8%); 3+ syllables: 151 (12.6%)
- Flesch-Kincaid grade level 5.8, corroborating formula only, not a placement decision
- Estimated single-pass reading time 10.0 to 12.0 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	1,196 words across 141 beats	Higher
Lexical Demand	12.6% of words carry 3+ syllables	Higher
Sentence Complexity	7.5 words average; 16 sentences of 15+ words	Lower
Formula Readability	Flesch-Kincaid 5.8	Moderate

C. Word-Level and Vocabulary Evidence

Three-or-More-Syllable Examples

serious chocolatechipsized emergency cafeteria vacation dramatically
another investigation already completely Delgado Interesting exactly
Everyone

Longer Academic Vocabulary

morning problem announced staring serving window someone
informed summer canceled cookies pointed

Proper Nouns and Domain Terms

Friday Jordan Maya The Behind No I Eli Mrs Delgado
Everyone We

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 *“By 11:42 on Friday morning, fifth grade had a problem.”*

Longest Sentence (29 words) *“Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies.”*

Beat / Paragraph Count 141 separated source blocks, each a narrative or informational beat

The Fifth-Grade Cookie Commission - Modules 3-4 Expansion Report

Prepare | The Fifth-Grade Cookie Commission / Modules 3-4 Expansion

A. Official Passage Profile

- 1,283 total words; 520 unique word forms
- 197 punctuation-defined sentences; 193 separated paragraphs / narrative beats
- 6.5 words average sentence length; 31 words in the longest conventional sentence
- 13 sentences of 15+ words; 5 of 20+ words; 3 of 25+ words
- 1 syllable: 704 (54.9%); 2 syllables: 399 (31.1%); 3+ syllables: 175 (13.6%)
- Flesch-Kincaid grade level 6.2, corroborating formula only, not a placement decision
- Estimated single-pass reading time 10.7 to 12.8 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	1,283 words across 193 beats	Higher
Lexical Demand	13.6% of words carry 3+ syllables	Higher
Sentence Complexity	6.5 words average; 13 sentences of 15+ words	Lower
Formula Readability	Flesch-Kincaid 6.2	Moderate

C. Word-Level and Vocabulary Evidence

Three-or-More-Syllable
Examples

Principal Delgados carrying everyone suspicious Principals corrected
COMMISSION exploded abolish recommend information consider
recommendation

Longer Academic
Vocabulary

morning classroom clipboard clipboards rarely arrived announce
recess dessert problem taller cookies

Proper Nouns and
Domain Terms

On Monday Principal Bennett Mrs Delgado's I Friday's Jordan
We You And

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

“On Monday morning, Principal Bennett walked into Mrs.”

Longest Sentence (45 words)

"You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties."

Beat / Paragraph Count

193 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.