TBASE INDIVIDUAL STUDENT WRITING REPORT

Life Along the Nile River

The Writing Academy®, LLC.

Grade 3

Rubric: TEA 2026 STAAR RLA Constructed-Response Scoring Guides (grades 3-5) 2026 STAAR RLA ECR grades 3-5
Engine: TBASE ASE v1.1

TBASE Holistic Score **3 / 5** **Visible** TEA Organization and Development: 2 / 3
TEA Conventions: 1 / 2

The student names two ways the Nile helped and supports each with a passage detail plus a brief explanation. The thinking is understandable and follows a clear order, though the reasoning stays close to the text without deeper connection.

Criterion	TEA label	TBASE level	Diagnostic coverage	Highest moment
A	Central idea / thesis / argument	**3/5**	The thesis clearly states the topic and answers the charge by naming two ways, and the response follows that plan.	*"The Nile River helped peple in ancient Egypt in two ways."* Sentence 1
B	Organization	**3/5**	The introduction states the plan, body sentences group related ideas with First and Second, and a conclusion wraps up, so the reader can follow the order.	*"First the river gave water becuase the desert was dry."* Sentence 2
C	Evidence	**3/5**	Relevant evidence supports each point, and the student adds at least one sentence explaining what it shows, such as why water was needed and how crops grew in the soil.	*"The passage says farmers planted wheat and barley."* Sentence 6
D	Expression of ideas	**3/5**	Clear wording communicates the thinking, and the reader can follow the explanation from water and soil to why the river mattered.	*"This means the river was very importent."* Sentence 8
E	Conventions	**2/5**	Some errors remain, such as missing capitalization and spelling mistakes, but meaning is generally clear.	*"it helped the people live."* Sentence 9

The Big Moment

"The Nile River helped peple in ancient Egypt in two ways." P1 S1

The student opens with a clear thesis that directly answers the prompt and announces two ways.

The One BIG Movement

Use the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.

The student confuses 'there' and 'their' twice in one sentence, and this homophone error appears in the response's key explanation of the second way.

The Next Best Step

The student uses 'there' for 'their' in a sentence about the farmers' crops. to The student uses the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.

The student writes at least two sentences with 'their' used correctly for ownership and one sentence with 'there' used correctly for place.

1. Student and Assignment Information

Field	Value
Student identifier	Demo Student MID
Grade	3
Submission date	October 1, 2026
Passage title	Life Along the Nile River
Prompt	Explain the ways the Nile River helped people in ancient Egypt.
Assignment type	HOW
Rubric profile	informational
Draft number	1
Support	unknown

Original response with paragraph and sentence markers

P1 S1: The Nile River helped peple in ancient Egypt in two ways.
P1 S2: First the river gave water becuase the desert was dry.
P1 S3: The passage says Egypt was mostly covered by hot, dry desert.
P1 S4: The people needed the water to live and they drank it everyday.
P1 S5: Second the floods left rich soil.
P1 S6: The passage says farmers planted wheat and barley.
P1 S7: Farmers planted there crops in the soil and there crops grew good.
P1 S8: This means the river was very importent.
P1 S9: it helped the people live.
P1 S10: this is why the Nile was important.

2. Holistic Score and Five-Criterion Profile

The student names two ways the Nile helped and supports each with a passage detail plus a brief explanation. The thinking is understandable and follows a clear order, though the reasoning stays close to the text without deeper connection.

Criterion	TEA label	Consistent level	Highest level observed	Why	Next-level change
A	Central idea / thesis / argument	3	3	The thesis clearly states the topic and answers the charge by naming two ways, and the response follows that plan.	To move higher, the thesis would need to frame the whole response more precisely or carry broader significance beyond the immediate task.
B	Organization	3	3	The introduction states the plan, body sentences group related ideas with First and Second, and a conclusion wraps up, so the reader can follow the order.	To move higher, the response would need clearer paragraph development, more effective transitions, and stronger logical connections across the whole response.
C	Evidence	3	3	Relevant evidence supports each point, and the student adds at least one sentence explaining what it shows, such as why water was needed and how crops grew in the soil.	To move higher, the evidence would need to be more connected and developed, with the student explaining how each detail supports the central idea and how the details relate.
D	Expression of ideas	3	3	Clear wording communicates the thinking, and the reader can follow the explanation from water and soil to why the river mattered.	To move higher, the wording would need to be more precise and purposeful, with word choices that convey reasoning more effectively.
E	Conventions	2	2	Some errors remain, such as missing capitalization and spelling mistakes, but meaning is generally clear.	To move higher, sentence construction, punctuation, capitalization, grammar, and spelling would need to be generally correct with errors that do not interfere with meaning.

TBASE rule: when Criterion A is 0, Criteria B through E are forced to 0 for scoring. This is distinct from TEA's rule that Organization and Development 0 forces Conventions 0. Diagnostic skills may still be reported.

3. Prompt Alignment and Thesis Analysis

Prompt alignment

Topic	Charge	Required relationship	Constraints	Type check	Aligned	Note
the ways the Nile River helped people in ancient Egypt	Explain the ways	ways the Nile River helped people	HOW prompt, meaning-based, not keyword-based	HOW: ways	Yes	The response answers the prompt by naming two ways the Nile helped people by water and rich soil.

Student's thesis, reproduced exactly

“The Nile River helped peple in ancient Egypt in two ways.” P1 S1

Component	Finding
Topic	the Nile River helped people in ancient Egypt
Charge	explain the ways
Answer to the charge	in two ways
Missing components	

Suggested revision, not the student's original words. The Nile River helped people in ancient Egypt by providing water and rich soil for farming.

4. Essay at a Glance

Measure	Reported result
Word count	89
Sentence count	10
Average words per sentence	8.9
Paragraph count	1
Shortest sentence	*“it helped the people live.”*
Longest sentence	*“The people needed the water to live and they drank it everyday.”*

5. Reasons or Ways Analysis

Used: **ways**. Matches prompt: Yes.

Point	Location	Introduced	Clear	Relevant	Distinct	Developed	Note
“First the river gave water becuase the desert was dry.” P1 S2	body	true	true	true	true	The first way is water, supported by the dry desert detail.	
“Second the floods left rich soil.” P1 S5	body	true	true	true	true	The second way is rich soil from floods, supported by the wheat and barley detail.	

Announced points: 2. Developed points: 2.

6. Evidence Inventory and TRACKS Analysis

References: 2. Distinct: 2. Accurate: 2. Relevant: 2. Explained: 2.

TRACKS used overall: A Actions, K Key Knowledge, S Scenery / Setting.

Student wording	Location	Passage match	Paragraph	Supports point	Form	TRACKS	Why	Quality
“The passage says Egypt was mostly covered by hot, dry desert.” P1 S3	P1 S3	Ancient Egypt was mostly covered by hot, dry desert.	1	water	quoted	S Scenery / Setting	The evidence names the setting characteristic of Egypt as hot and dry desert.	accurate, relevant, explained,
“The passage says farmers planted wheat and barley.” P1 S6	P1 S6	Farmers planted crops such as wheat and barley in the soil left by the floodwaters.	4	rich soil	quoted	A Actions, K Key Knowledge	The evidence names the action of farmers planting crops and the key knowledge of wheat and barley.	accurate, relevant, explained,

TRACKS Evidence Chart

Letter	Category	Evidence the student used (quoted, with loc)	Count
T	**Time** Age, era, dates, cultural details, or historical details.	Not used	0
R	**Reactions** Reactions, solutions, resolutions, or effects.	Not used	0
A	**Actions** Actions, problems, conflicts, or causes.	*"The passage says farmers planted wheat and barley."* P1 S6	1
C	**Character, Concept, Creature** Names of characters/people/animals, or major concepts as the central idea.	Not used	0
K	**Key Knowledge** All other important info needed for the passage's meaning not in another TRACKS category.	*"The passage says farmers planted wheat and barley."* P1 S6	1
S	**Scenery / Setting** Setting characteristics acknowledged/measured through the five senses.	*"The passage says Egypt was mostly covered by hot, dry desert."* P1 S3	1

7. Explanation Analysis: DEEP FACTS

Letter	Strategy	Used by this student?	Where (quote + loc)	How
D	**Definition** (clearly explains what something is)	No	Not used	
E	**Example & Illustration** (specific examples to clarify)	No	Not used	
E	**Expert Testimony** (insights from experts for credibility)	No	Not used	
P	**Process / Step-by-Step** (breaks a concept into sequential steps)	Yes	*"Farmers planted there crops in the soil and there crops grew good."* P1 S7	The student explains the process of planting crops in the soil and the crops growing well.
F	**Facts & Statistics** (data/factual info)	No	Not used	
A	**Analogy** (compares an unfamiliar concept to a familiar one)	No	Not used	
C	**Comparison & Contrast** (similarities and differences)	No	Not used	
T	**Tipping Point: Cause & Effect** (why something happens and its results)	No	Not used	
S	**Story / Anecdote** (brief personal/historical story)	No	Not used	

8. Higher-Level and Reflective Thinking Map

- P1 S8 *"This means the river was very importent."* P1 S8 **Inference**: The student draws a conclusion about the river's importance from the evidence about water and soil.

Reflective thinking

Reflective thinking was not observed in this response.

Theme, lesson, and big-picture statement

“this is why the Nile was important.” P1 S10 Supported

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9. Expected Lexical Overlap

List 1: Expected Passage-and-Prompt Vocabulary

- ancient Egypt
- Nile River
- desert
- flood
- floodwaters
- rich soil
- crops
- wheat
- barley
- vegetables
- fruits
- riverbanks
- water
- drinking
- cooking
- farming
- fish
- fishing
- boats
- travel
- transportation
- trade
- merchants
- civilization
- survive

List 2: Vocabulary Actually Found in the Student's Response

Student phrase	Type	Inside quotation	Location	Context
ancient Egypt	exact	No, student's own words	P1 S1	The Nile River helped peple in ancient Egypt in two ways.
Nile River	exact	No, student's own words	P1 S1	The Nile River helped peple in ancient Egypt in two ways.
desert	exact	No, student's own words	P1 S2	First the river gave water becuase the desert was dry.
water	exact	No, student's own words	P1 S2	First the river gave water becuase the desert was dry.
desert	exact	No, student's own words	P1 S3	The passage says Egypt was mostly covered by hot, dry desert.
water	exact	No, student's own words	P1 S4	The people needed the water to live and they drank it everyday.
floods	word-form variation	No, student's own words	P1 S5	Second the floods left rich soil.
rich soil	exact	No, student's own words	P1 S5	Second the floods left rich soil.
wheat	exact	No, student's own words	P1 S6	The passage says farmers planted wheat and barley.
barley	exact	No, student's own words	P1 S6	The passage says farmers planted wheat and barley.
crops	exact	No, student's own words	P1 S7	Farmers planted there crops in the soil and there crops grew good.
crops	exact	No, student's own words	P1 S7	Farmers planted there crops in the soil and there crops grew good.

- water P1 S2 **Concept match:** water
- desert P1 S2 **Concept match:** desert
- rich soil P1 S5 **Concept match:** rich soil
- wheat and barley P1 S6 **Concept match:** wheat, barley
- crops P1 S7 **Concept match:** crops

Observations

- *“The passage says Egypt was mostly covered by hot, dry desert.”* P1 S3
- *“This means the river was very importent.”* P1 S8
- *“Farmers planted there crops in the soil and there crops grew good.”* P1 S7

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11. Effective Collocations: Words That Work Well Together

Effective collocations

Student phrase	Location	Note
“hot, dry desert”	P1 S3	Strong descriptive phrase from the passage.
“rich soil”	P1 S5	Accurate academic phrase from the passage.

Awkward combinations

Student phrase	Location	Suggested stronger partner	Note
“grew good”	P1 S7	grew well	The adjective 'good' is used where the adverb 'well' is needed.

Emerging academic phrasing

Student phrase	Location	Note
“gave water”	P1 S2	Simple phrasing that could become more academic.

Opportunities for stronger word partnerships

Student phrase	Location	Suggested academic collocation	Note
“gave water”	P1 S2	provided water	A stronger academic collocation would be 'provided water.'

12. The Big Moment and The One BIG Movement

The Big Moment

“You started your writing with a strong sentence that told me exactly what you would explain. You wrote, 'The Nile River helped peple in ancient Egypt in two ways.' That sentence gave me a clear map for your whole paragraph. When you announce your two ways at the start, your reader knows what to expect. Keep using that strong opening move.”

The One BIG Movement

“You explained the second way the Nile helped people by writing about the crops. You wrote, 'Farmers planted there crops in the soil and there crops grew good.' I noticed you used the word 'there' when you meant 'their.' The word 'their' shows that the crops belong to the farmers. The word 'there' points to a place. Let's practice choosing the right word so your explanation is clear.”

13. The Next Best Step

Current level: The student uses 'there' for 'their' in a sentence about the farmers' crops.. Target level: The student uses the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.. Criterion: The student correctly uses 'their' to show ownership in at least two new sentences about the Nile River..

Teacher statement 1: “Let's look at the word 'their.' The word 'their' shows that something belongs to someone. In your sentence, the crops belong to the farmers, so we write 'their crops.' The word 'there' points to a place, like 'The farmers planted crops there.”

Teacher statement 2: “Now let's practice. I will say a sentence about the Nile River, and you will tell me if the missing word is 'there,' 'their,' or 'they're.' For example, 'The farmers planted crops near the river, and ___ crops grew well.' Which word fits?”

Student activity: Write two sentences about the Nile River using the word 'their' to show ownership. Then write one sentence using the word 'there' to point to a place.

Success check: The student writes at least two sentences with 'their' used correctly for ownership and one sentence with 'there' used correctly for place.

Transfer: The student will apply the correct homophone choice in future writing about social studies topics.

14. Suggested Spelling List for This Student

Misspelled word	Correct spelling
peple	people
becuase	because
everyday	every day
there	their
good	well
importent	important

15. Repeated Grammatical Errors

Error	Times	Student examples	Quick fix
homophone confusion by there for their	2	*“Farmers planted there crops in the soil and there crops grew good.”*	Use 'their' to show ownership, as in 'their crops.'
lowercase sentence start	2	*“it helped the people live.”*, *“this is why the Nile was important.”*	Begin every sentence with a capital letter.

16. Transition Analysis

Every transition found

Transition	Function	Count	Locations
and	addition	3	P1 S4, P1 S6, P1 S7
first	sequence	1	P1 S2
second	sequence	1	P1 S5
the passage says	evidence	2	P1 S3, P1 S6
this is why	explanation	1	P1 S10

Repeated transitions (used 2 or more times)

Transition	Function	Times used	Locations
and	addition	3	P1 S4, P1 S6, P1 S7
the passage says	evidence	2	P1 S3, P1 S6

Missing transitions

- No contrast transitions found. Try: but, however, in contrast, although.
- No cause/effect transitions found. Try: because, so, therefore, as a result.
- No example transitions found. Try: for example, for instance.
- No conclusion transitions found. Try: in conclusion, to sum up.

Sophistication level

Basic. Deterministic default: Basic (0 distinct advanced transitions). The response relies mostly on basic connectors such as also, and, then, and first, with few advanced transition words.

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17. Sentence-Level Analysis

Sentence	Text	Type	First word(s)	Word count
P1 S1	The Nile River helped peple in ancient Egypt in two ways.	Simple	the nile	11
P1 S2	First the river gave water becuase the desert was dry.	Complex	first the	10
P1 S3	The passage says Egypt was mostly covered by hot, dry desert.	Complex	the passage	11
P1 S4	The people needed the water to live and they drank it everyday.	Compound	the people	12
P1 S5	Second the floods left rich soil.	Simple	second the	6
P1 S6	The passage says farmers planted wheat and barley.	Complex	the passage	8
P1 S7	Farmers planted there crops in the soil and there crops grew good.	Compound	farmers planted	12
P1 S8	This means the river was very importent.	Complex	this means	7
P1 S9	it helped the people live.	Simple	it helped	5

Summary

Item	Finding
Complete sentences	10
Fragments	0
Run-ons	0
Comma splices	0
Simple sentences	4
Compound sentences	2
Complex sentences	4
Compound-complex sentences	0
Sentence beginnings	the (4) repeated opening, 3 or more times, this (2), farmers (1), first (1), it (1), second (1)
Sentence length variation	Min 5, max 12, average 8.9, standard deviation 2.5
Repetitive sentence structures	None
Coordination vs subordination	2 FANBOYS joins, 4 subordinate clauses
Clauses used correctly	None No clause-structure problems observed.
Pronoun clarity	None No unclear pronoun references observed.
Subject-verb agreement	None No subject-verb agreement errors observed.
Verb tense control	None No tense shifts or tense errors observed.

18. Pattern Mining

Pattern	Times observed	All occurrences (exact quotes + loc)
Sentences begin with the same word ("the")	4	*“The Nile River helped peple in ancient Egypt in two ways.”* P1 S1 *“The passage says Egypt was mostly covered by hot, dry desert.”* P1 S3 *“The people needed the water to live and they drank it everyday.”* P1 S4 *“The passage says farmers planted wheat and barley.”* P1 S6
Sentences open with a vague "it"/"this" reference	3	*“This means the river was very importent.”* P1 S8 *“it helped the people live.”* P1 S9 *“this is why the Nile was important.”* P1 S10

19. N-Grams and Repeated Language

2-word combinations

Phrase	Times used	Also appears in the passage?
farmers planted	2	Yes
passage says	2	No
the nile	2	Yes
the passage	2	No
the people	2	Yes
the river	2	Yes
there crops	2	No

3-word combinations

Phrase	Times used	Also appears in the passage?
the passage says	2	No

4-word combinations

None repeated (a combination needs to appear 2 or more times).

What this repeated language shows

The repeated phrases 'the passage says' and 'farmers planted' show formula dependence and passage copying, while the repeated 'there crops' shows vocabulary limitations with homophones.

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20. Original Language vs Passage Language

9% of the student's words (8 of 89) sit inside runs of 5 or more consecutive words also found in the passage, so they are directly lifted.

Sentence	Student sentence	Class	Lifted %	Matching passage text (Copied)
P1 S1	*“The Nile River helped peple in ancient Egypt in two ways.”*	Paraphrased	0	
P1 S2	*“First the river gave water becuase the desert was dry.”*	Paraphrased	0	
P1 S3	*“The passage says Egypt was mostly covered by hot, dry desert.”*	Copied	73	*“Egypt was mostly covered by hot, dry desert”*
P1 S4	*“The people needed the water to live and they drank it everyday.”*	Original reasoning	0	
P1 S5	*“Second the floods left rich soil.”*	Original reasoning	0	
P1 S6	*“The passage says farmers planted wheat and barley.”*	Paraphrased	0	
P1 S7	*“Farmers planted there crops in the soil and there crops grew good.”*	Paraphrased	0	
P1 S8	*“This means the river was very importent.”*	Original reasoning	0	
P1 S9	*“it helped the people live.”*	Original reasoning	0	
P1 S10	*“this is why the Nile was important.”*	Original reasoning	0	

Comprehension note

Only 9% of the response is lifted directly from the passage, so the student mostly rewrites the passage ideas in their own words and shows comprehension.

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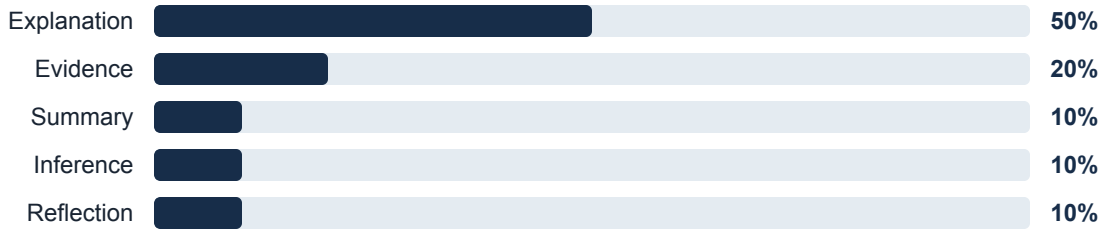
21. Summary vs Analysis

Sentence labels

Sentence	Student sentence	Label
P1 S1	*“The Nile River helped peple in ancient Egypt in two ways.”*	Summary
P1 S2	*“First the river gave water becuase the desert was dry.”*	Explanation
P1 S3	*“The passage says Egypt was mostly covered by hot, dry desert.”*	Evidence
P1 S4	*“The people needed the water to live and they drank it everyday.”*	Explanation
P1 S5	*“Second the floods left rich soil.”*	Explanation
P1 S6	*“The passage says farmers planted wheat and barley.”*	Evidence
P1 S7	*“Farmers planted there crops in the soil and there crops grew good.”*	Explanation
P1 S8	*“This means the river was very importent.”*	Inference
P1 S9	*“it helped the people live.”*	Explanation
P1 S10	*“this is why the Nile was important.”*	Reflection

Percentage breakdown

50% explanation, 20% evidence, 10% summary, 10% inference, 10% reflection



22. Overall Teacher Response

> **“You wrote a clear paragraph that explained two ways the Nile River helped people in ancient Egypt. You started with a strong thesis sentence, and you supported your two ways with evidence from the passage about the dry desert and the wheat and barley. Your conclusion showed that you understood why the river was important. Now let's work on one small fix that will make your writing even clearer. You wrote 'there crops' when you meant 'their crops.' The word 'their' shows that the crops belong to the farmers. When you use the correct homophones there, their, and they're, your explanation about the Nile River will be even stronger. Keep up your good work with clear thesis statements and evidence.”**

23. Level 5 Exemplar

Instructional model, not the student's original response.

The Nile River was a great gift to the people of ancient Egypt. It gave them water, food, and a way to travel. The Nile helped people in ancient Egypt by providing water and rich soil, fish for food, and a route for boats and trade.

The Nile River helped farmers by giving them water and rich soil. Each year, the river rose and spilled over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants. Farmers planted wheat, barley, vegetables, and fruits in this soil. Because of the Nile, farmers could grow enough food to feed their families and communities.

People also depended on the Nile for fish to eat. The river supplied fish, and many families relied on fishing to help feed the community. Fishermen worked hard each day to catch fish from the river. This meant the Nile was not just a source of water, but also a source of food that helped people survive.

Boats on the Nile made travel and trade easier for ancient Egyptians. Boats carried people and goods such as food, stone, wood, and supplies up and down the river. Merchants used boats to move goods between cities, which helped communities exchange supplies and resources. Traveling by river was much easier than crossing the hot desert by foot, so the Nile became the center of daily life.

The Nile River helped people in ancient Egypt by providing water and rich soil, fish for food, and a route for boats and trade. It gave farmers, fishermen, and traders what they needed to live and work. The Nile helped one of the world’s earliest civilizations survive and grow.

Annotation	Model excerpt	Instructional note
Thesis	The Nile helped people in ancient Egypt by providing water and rich soil, fish for food, and a route for boats and trade.	The thesis clearly states the three ways the Nile helped people, using a simple sentence with prepositional phrases and no colon.
Topic Sentence	The Nile River helped farmers by giving them water and rich soil.	The topic sentence introduces the first reason in a higher-level way and does not begin the same way as the other body paragraphs.
Evidence	Each year, the river rose and spilled over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.	The evidence uses specific facts from the passage about the yearly floods and rich soil.
Explanation	Because of the Nile, farmers could grow enough food to feed their families and communities.	The explanation connects the evidence to the idea that the Nile helped people survive.
Topic Sentence	People also depended on the Nile for fish to eat.	The second body paragraph begins with a different sentence structure, avoiding repetition.
Evidence	The river supplied fish, and many families relied on fishing to help feed the community.	The evidence is drawn directly from the passage about fishing and feeding the community.
Explanation	This meant the Nile was not just a source of water, but also a source of food that helped people survive.	The explanation shows why fish from the Nile were important for survival.
Topic Sentence	Boats on the Nile made travel and trade easier for ancient Egyptians.	The third body paragraph begins with a different structure, focusing on boats and trade.
Evidence	Boats carried people and goods such as food, stone, wood, and supplies up and down the river. Merchants used boats to move goods between cities, which helped communities exchange supplies and resources.	The evidence uses specific details from the passage about boats, goods, and merchants.
Explanation	Traveling by river was much easier than crossing the hot desert by foot, so the Nile became the center of daily life.	The explanation connects the evidence to the larger idea that the Nile made life easier and became central to daily life.
Restated Thesis	The Nile River helped people in ancient Egypt by providing water and rich soil, fish for food, and a route for boats and trade.	The conclusion restates the thesis in a clear, simple sentence without a colon.
Global Statement	The Nile helped one of the world’s earliest civilizations survive and grow.	The conclusion ends with a reflective, thematic statement about the Nile’s importance to civilization.

Additional Features

Revise This One Spot

Original	Revision	What changed
“Farmers planted there crops in the soil and there crops grew good.” P1 S7	Farmers planted their crops in the soil, and their crops grew well.	Changed 'there' to 'their' to show ownership, added a comma before the conjunction, and changed 'good' to 'well' to use the adverb correctly.

Comprehension check

Possible misunderstanding: No

The student demonstrates understanding of the passage's main idea and two supporting ways.

Conference question: How did the rich soil from the floods help the farmers grow their crops?

Success criteria

- The student uses the correct homophones there, their, and they're when writing about how the Nile River helped people in ancient Egypt.
- The student writes at least two sentences using 'their' to show ownership of the farmers' crops.
- The student writes at least one sentence using 'there' to point to a place near the Nile River.

Growth comparison

Not available from a single submission.

(When the whole class is scored as a group, or this student has more than one paper, this section compares results and shows growth.)

Instructional grouping tag

conventions

(When the whole class is scored as a group, this tag sorts students who need the same mini lesson into small groups.)

Teacher-review flags

- Homophone confusion between 'there' and 'their' appears twice in one sentence.
- Lowercase sentence starts appear twice in the conclusion.

- Colon removed from model-written wording (colons are not yet taught in the TEKS); review the rewritten sentence.

STUDENT PAGE

My Writing Plan

My Big Moment

I started my writing with a strong thesis sentence that told my reader the Nile River helped people in two ways.

My One BIG Movement

I will use the correct homophones there, their, and they're when I write about how the Nile River helped people in ancient Egypt.

My Next Step

I will write two sentences using 'their' to show ownership and one sentence using 'there' to point to a place.

Space to revise