DUCKS 10+1+1 Framework

Compare and Contrast: Galaxies

FIELD 1: School / Subject / Grade

School		**Subject**	English Language Arts
Grade	3	**Population**	on level

FIELD 2: Unit / Lesson

Lesson ID	KASTI-20260401-QGJ4FQ5E	**Unit**	Unit
Lesson	Compare and Contrast: Galaxies	**Duration**	42 minutes
Pages	pp. 130 – 143	**Created**	2026-04-01

Purpose: *Students will compare and contrast two texts on the same topic. Students will listen to and read text about galaxies to find key ideas, details, words, and phrases. [RI.3.2] Students will change the meaning of root words by adding suffixes -ful and -less. [L.3.4b]*

FIELD 3: Universal Competency

Anchor UC

UC ID	UC-21 — Literacy & Information Processing	**UC Band**	3-5

Definition: ***Comprehends complex texts across formats, evaluates sources critically, synthesizes information from multiple sources, and communicates understanding through clear, purposeful writing.***

Student Language:

- I can read different types of texts and understand the main ideas.
- I can check if information is true by looking at more than one source.
- I can explain how texts connect and use evidence from the text.
- I can write organized paragraphs with a clear main idea.

Supporting Universal Competencies

- UC-01 — Critical Thinking & Problem Solving: complements

  Students analyze textual evidence about spiral, elliptical, and irregular galaxies to identify similarities and differences, then evaluate which characteristics are most significant for categorizing galaxy types.

- UC-02 — Mathematical Reasoning: complements

  Students use context clues and root word analysis to determine the meaning of 'billion' when encountering numerical descriptions of stars in galaxies, connecting mathematical scale to astronomical concepts.

FIELD 4: Teacher Objective

Teacher Objective:

By explicitly teaching summarizing strategies and paragraph structure (topic sentence, supporting details), I will guide students to determine the main idea of informational texts and explain how key details support it, while also applying knowledge of affixes to determine word meanings, thereby building their capacity for Literacy & Information Processing.

Instructional Emphasis:

- Teach reading comprehension strategies explicitly: predicting, questioning, summarizing, inferencing, visualizing
- Teach source evaluation basics: Who wrote this? When? Why might they say this?
- Practice comparing information across multiple sources on the same topic
- Teach paragraph structure: topic sentence, supporting details, conclusion

Observable Outcomes:

- Students identify the main idea of an informational text and recount at least three key details that support it *(skill)*
- Students explain the relationship between key details and the main idea using paragraph structure (topic sentence, supporting details) *(skill)*
- Students determine the meaning of new words formed by adding known affixes to known base words (e.g., agreeable/disagreeable, comfortable/uncomfortable) *(knowledge)*
- Students apply summarizing strategies to comprehend complex informational texts *(skill)*
- Students demonstrate confidence in approaching unfamiliar words by analyzing word parts systematically *(disposition)*

FIELD 5: Standards

Standard ID	Description
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**2016 Mississippi Mississippi College- and Career-Readiness Standards for English Language Arts - Grade 3 for English Language Arts - Grade 3*

FIELD 6: Materials

Tier 1: Curriculum Materials

Material	Type	Quantity	Page
Activity Page 7.1	student handout	1 per student	
Images U7.L7.1-U7.L7.9	digital	class set	
What'S In Our Universe?	student handout	1 per student	
Activity Page 7.2	student handout	1 per student	
Activity Page 7.3	student handout	1 per student	

Tier 2: Supplementary Materials

- **Writing Paper** (student handout)
- **Highlighters Or Pens** (manipulative)

Tier 3: Kasti-Created Materials

- **Main Idea and Details Sentence Frames** (sentence frames) — All Levels
- **Galaxy Key Details Word Bank** (word bank) — Entry, Mastery
- **Main Idea Vocabulary Picture Cards** (vocabulary cards) — Entry, Mastery
- **Bilingual Space and Reading Vocabulary Word Bank** (word bank) — Entry, Developing, Skilled
- **ELL Extended Sentence Frames for Main Idea Analysis** (sentence frames) — All Levels
- **Main Idea vs. Details Visual Anchor Chart** (anchor chart) — All Levels

FIELD 7: Step-by-Step Instructional Arc

ENGAGE — ENGAGE (6 minutes)

#	Teacher Action	Student Action	Min	Formative Check
1	Hold up two different texts about galaxies silently for three seconds. Read one sentence from the first text about the Milky Way, pause, then read a contrasting sentence from the second text about the Milky Way. • What's In Our Universe?	Students listen to both sentences and notice the difference in how the same galaxy is described.	2	
2	Ask: 'Both sentences are about the Milky Way—our galaxy. Both are true. But they sound like they're describing completely different things. Have you ever noticed that two books about the same topic can feel totally different?'	Students share observations about how the two sentences felt different despite describing the same galaxy.	2	*Listen for students noticing differences in what information each author chose to include.*
3	Assign role: 'You're someone who just discovered that the truth about galaxies isn't one simple thing—it's a collection of choices about what to say and what to leave out. Now you need to figure out what each author wanted you to know, and why.'	Students consider the transfer question: If you had to explain the Milky Way to someone who'd never heard of it, which text would you use? Or would you need both?	2	*Check that students understand authors make choices about which details to include.*

EXPLORE — EXPLORE (18 minutes)

#	Teacher Action	Student Action	Min	Formative Check
1	Display one paragraph from 'What's In Our Universe?' and model identifying the main idea by asking aloud: 'What is this paragraph mostly about?' Then highlight two key details that support that main idea. • What's In Our Universe?	Students follow along as teacher models thinking aloud to distinguish main idea from supporting details in the galaxy text.	4	
2	Distribute Activity Page 7.1 and point to the topic sentence, asking: 'What is this paragraph mostly about?' Guide students to locate the main idea before identifying supporting details. • Activity Page 7.1	Students read the paragraph on Activity Page 7.1, identify the main idea, and list two key details that support it using the provided sentence frame.	5	*Check that students can distinguish the topic sentence from supporting details.*
3	Introduce suffixes -ful and -less using examples from the galaxy texts. Model how adding -ful to 'wonder' creates 'wonderful' and changes meaning to 'full of wonder.' • What's In Our Universe?	Students practice identifying and creating words with -ful and -less suffixes, noting how these change root word meanings.	4	*Listen for accurate explanations of how suffixes change word meaning.*
4	Distribute Activity Page 7.2 with a two-column chart. Model identifying one main idea-detail pair from the first paragraph, then ask students to compare a second paragraph independently. • Activity Page 7.2	Students compare two paragraphs from 'What's In Our Universe?' using the chart, explaining how key details in each paragraph support different main ideas about galaxies.	5	*Monitor whether students can distinguish between different main ideas across paragraphs.*

APPLY — APPLY (12 minutes)

#	Teacher Action	Student Action	Min	Formative Check
1	Introduce the OFA task focus: 'Explain how key details support the main idea in informational texts about space.' Review the four differentiated task options based on readiness level. • Activity Page 7.1, Activity Page 7.2, Activity Page 7.3	Students listen to task options and select or are assigned their appropriate OFA level (Entry, Developing, Skilled, or Mastery).	2	
2	Support Entry students by pointing to the topic sentence on Activity Page 7.1 and asking, 'What is this paragraph mostly about?' before they identify supporting details with sentence frames. • Activity Page 7.1	Entry students identify the main idea of one paragraph from 'What's In Our Universe?' and list two key details that support it using the provided sentence frame.	10	*Check that Entry students locate stated main idea and match it with visual organizer support.*
3	For Skilled students, review paragraph structure (topic sentence, supporting details, conclusion) and provide a checklist on Activity Page 7.3 for self-assessment of their written explanation. • Activity Page 7.3, What's In Our Universe?, Writing Paper	Skilled students read 'What's In Our Universe?' independently, write a paragraph explaining the main idea and how three key details support it, including two words with -ful or -less suffixes.	10	*Check that Skilled students synthesize main idea across sections and apply affix knowledge in writing.*
4	Encourage Mastery students to select images from U7.L7.1-U7.L7.9 that connect to a single space concept, then ask: 'What do you want readers to understand most?' before they draft their original paragraph. • Images U7.L7.1-U7.L7.9, Writing Paper	Mastery students create a new informational paragraph about a different space topic using selected images, write a clear main idea with three supporting details, explain their detail selection, then trade with a partner to identify each other's main ideas.	10	*Check that Mastery students construct original text with intentional main idea-detail alignment and evaluate peer work.*

REFLECT — REFLECT (6 minutes)

#	Teacher Action	Student Action	Min	Formative Check
1	Return to the Hook scenario: 'Remember when we read two different sentences about the Milky Way and they sounded completely different? Now that you've analyzed how authors choose key details to support main ideas, which text would you use to explain the Milky Way? Or would you need both? Why?'	Students explain how they would now answer the Hook's transfer question using their understanding of how authors select different details to support different main ideas about the same topic.	3	*Listen for students connecting author's choices to the purpose of their writing.*
2	Ask: 'How did you demonstrate Literacy & Information Processing today? What did you do to figure out what information mattered most when comparing texts about galaxies?'	Students describe specific strategies they used to identify main ideas, select key details, and compare how different texts present information about the same topic.	2	*Check that students can articulate their information processing strategies with specific examples.*
3	Highlight vocabulary learning: 'How did understanding suffixes like -ful and -less help you process information in the galaxy texts? Give an example of a word you encountered or created today.'	Students share examples of words with -ful or -less suffixes from the lesson and explain how understanding these affixes helped them comprehend or create meaning in informational texts.	1	*Listen for accurate application of suffix knowledge to word meaning.*

FIELD 8: Hook

Two Truths About the Same Galaxy | *Total: 5 minutes*

Curiosity-igniting opening sequence following the 4+1 Framework

1 Setup

Hold up two different texts about galaxies (one informational article, one narrative or descriptive text). Say nothing for three seconds. Then read one sentence from the first text about the Milky Way. Pause. Read one sentence from the second text about the Milky Way — make sure the sentences reveal different aspects (e.g., one about size/structure, one about appearance/ wonder).

2 Access Point

Both of these sentences are about the Milky Way — our galaxy. Both are true. But they sound like they're describing completely different things. Have you ever noticed that two books about the same topic can feel totally different?

3 Scenario

These two authors looked at the same galaxy and wrote completely different things. Not because one made a mistake — both are accurate. But somehow, reading them, you'd almost think they were talking about two different galaxies. One author chose to tell you certain things. The other author chose different things. The galaxy didn't change. The choices did.

4 Role Assignment

You're someone who just discovered that 'the truth about galaxies' isn't one simple thing — it's a collection of choices about what to say and what to leave out. Now you need to figure out what each author wanted you to know, and why.

5 Transfer Cue

If you had to explain the Milky Way to someone who'd never heard of it, which text would you use? Or would you need both? How do you decide what information matters most when two true sources give you different pieces?

UC Connection: *The hook positions students to recognize that comprehending texts requires evaluating not just what information is present, but what choices the author made about what to include — the foundation of critical reading across multiple sources.*

FIELD 9: Opportunity for Application (OFA)

Task Focus: *Explain how key details support the main idea in informational texts about space.*

	ENTRY	DEVELOPING	SKILLED	MASTERY
Student Task	Using Activity Page 7.1, identify the main idea of one paragraph from 'What's In Our Universe?' and list two key details that support it. Use the provided sentence frame.	Compare two paragraphs from 'What's In Our Universe?' using Activity Page 7.2. Explain how the key details in each paragraph support different main ideas about galaxies.	Read 'What's In Our Universe?' independently. Write a paragraph explaining the main idea of the entire text and how at least three key details from different sections support it. Include two words with -ful or -less suffixes.	Create a new informational paragraph about a different space topic using Images U7.L7.1-U7.L7.9. Write a clear main idea and three supporting details. Then explain: How did you decide which details were most important? Trade with a partner and identify each other's main ideas.
UC Indicator	Locates stated main idea and matching details with visual organizer and sentence frame support.	Distinguishes between main ideas across texts and connects specific details to each using comparison organizer.	Synthesizes main idea across multiple sections, selects relevant details, and applies affix knowledge in written explanation.	Constructs original informational text with intentional main idea-detail alignment, then evaluates peer work using same criteria.
Teacher Response	Point to the topic sentence on Activity Page 7.1 and ask, 'What is this paragraph mostly about?' before students identify supporting details.	Provide a two-column chart on Activity Page 7.2 and model identifying one main idea-detail pair before students work independently.	Review paragraph structure (topic sentence, supporting details, conclusion) and provide a checklist on Activity Page 7.3 for self-assessment.	Encourage students to select images that connect to a single concept, then ask 'What do you want readers to understand most?' before drafting.

FIELD 10: Adjustments

Pre-Entry Supports

• Provide Activity Page 7.1 with the main idea already highlighted in yellow and a word bank of 6 possible key details (3 correct, 3 distractors). Students select 2 correct details from the bank and copy them into the sentence frame.

• Use a completed model paragraph from a different space topic (e.g., 'The Sun') displayed on chart paper. Teacher and students identify the main idea together (circled in red) and key details (underlined in blue) before students attempt their own paragraph.

• Pre-teach vocabulary using picture cards for 'main idea,' 'key details,' and 'support' with concrete examples from familiar topics (e.g., recess, lunch). Students sort 5 picture cards into 'main idea' (1 card) and 'details' (4 cards) categories before working with text.

• Provide a partially completed graphic organizer with the sentence frame already started: 'The main idea is ___. One key detail is ___. Another key detail is ___.' The first blank (main idea) is filled in; students only complete the two detail blanks using word/phrase bank from the paragraph.

• Conduct a guided small-group reading of the target paragraph with teacher support. Teacher reads aloud while students follow along. After each sentence, students give thumbs up if it's a 'big idea' or thumbs down if it's a 'small detail.' Then students complete the sentence frame with teacher prompting.

ELL Supports

• Provide bilingual word bank (English/home language) for key space vocabulary: main idea/idea principal, key details/detalles clave, support/apoyar, paragraph/párrafo, universe/universo, galaxy/galaxia. Include picture supports for each term.

• Offer extended sentence frames with more structure: 'The main idea of this paragraph is ___ [word bank: galaxies, stars, planets, universe]. One key detail that supports this is ___ [sentence starter provided]. Another key detail is ___ [sentence starter provided].'

• Allow students to verbally explain their thinking to a partner in their home language before writing in English. Provide 3-5 additional minutes for translation and processing time.

• Pre-teach the concept of 'main idea' vs. 'details' using a visual anchor chart with familiar examples (e.g., 'Pizza' as main idea with toppings as details). Use color-coding: main idea = red, details = blue throughout all materials.

• Provide audio recording of 'What's In Our Universe?' paragraph read slowly with clear enunciation. Students can listen multiple times before reading independently.

Gifted Extensions

• After completing the Entry task, students analyze WHY the author chose these specific details to support the main idea. What other details could have been included but weren't? Write 2-3 sentences explaining the author's decision-making process.

• Create a 'Main Idea Hierarchy' diagram showing how the paragraph's main idea connects to the broader main idea of the entire text 'What's In Our Universe?' and how it might connect to an even bigger concept (e.g., scientific inquiry, human curiosity about space). Include at least 3 levels in the hierarchy.

• Compare the structure of this informational paragraph to a narrative paragraph about space (teacher provides example). Create a T-chart analyzing: How does the purpose (inform vs. entertain) change how authors use details? Provide 3 specific examples from each text.

• Write an alternative paragraph on the same topic (galaxies) but for a different audience (kindergarten students vs. adult scientists). Explain in writing: How did you change your main idea statement and detail selection based on audience needs? What stayed the same and what changed?

IEP/504 Accommodations

• Provide text-to-speech technology for Activity Page 7.1 so students can listen to the paragraph while following along visually. Allow unlimited replays of audio.

• Offer extended time (1.5x or 2x standard time) and break the task into two sessions: Session 1 - identify main idea only; Session 2 - identify two key details.

• Provide large-print version of Activity Page 7.1 (18-point font minimum) with increased spacing between lines. Use high-contrast paper (cream or light blue instead of white) to reduce visual stress.

• Allow speech-to-text technology for students to verbally state their main idea and details, which are then transcribed. Students can edit the transcription as needed.

• Provide a graphic organizer with boxes and arrows showing the relationship between main idea (large box at top) and supporting details (two smaller boxes with arrows pointing to main idea). Use tactile elements like raised lines for students with visual processing needs.

• Offer movement breaks: After reading the paragraph, students can stand and do 3 stretches before sitting to complete the sentence frame. Provide fidget tools or standing desk option during work time.

Pre-Entry supports focus heavily on reducing cognitive load through completed models, word banks, and breaking the task into smaller steps while maintaining the same competency target (identifying main idea and supporting details). ELL supports emphasize vocabulary access and additional processing time without changing the complexity of the thinking required. IEP/504 accommodations provide access through format, time, and assistive technology while keeping content identical. Gifted extensions push students to analyze author's craft, make cross-textual connections, and consider audience—all within the same UC-21 (Literacy & Information Processing) framework but at greater depth and abstraction. All adjustments maintain RI.3.2 standard alignment and the core competency of understanding how details support main ideas.

FIELD 11: Extensions

Extension 1: Galaxy Venn Diagram Challenge: Three-Way Comparison (Early Finishers)

Students will extend their compare and contrast skills by analyzing THREE different galaxy types (spiral, elliptical, and irregular) instead of just two. Using the space images from the lesson and additional reference materials, students will create a three-circle Venn diagram showing what is unique to each galaxy type and what they share in common. Students should identify at least 2 unique details for each galaxy type and 1 detail that all three share. Finally, students write one synthesis sentence that explains the most important similarity or difference they discovered across all three galaxy types.

Materials: Images U7.L7.1-U7.L7.9 from lesson, Three-circle Venn diagram template or blank paper, Pencil and colored pencils for organizing information

Extension 2: Family Space Scavenger Hunt: Compare and Contrast at Home (Home Connection)

Students become information detectives at home by finding TWO different sources about the same space topic (planets, stars, black holes, astronauts, etc.). Sources can include: books, magazines, websites, videos, or even interviews with family members who know about space. Students create a simple comparison chart showing: (1) What is the main idea in each source? (2) What details appear in BOTH sources? (3) What details are unique to each source? (4) Which source was more helpful and why? Students should discuss their findings with a family member and explain how comparing sources helped them understand the topic better. Bring the comparison chart back to class to share.

Materials: Two different information sources about space (books, websites, videos, magazines available at home), Paper for comparison chart, Pencil or pen

Extension 3: Space Museum Curator: Multi-Source Exhibition Design (Deeper Investigation)

Students take on the role of a museum curator creating an educational exhibition about galaxies or another space phenomenon. First, students research their chosen topic using at least THREE different sources (books, articles, videos, websites). They critically evaluate each source by asking: Is this source reliable? What makes it trustworthy? What unique information does it provide? Next, students synthesize information from all sources to create an exhibition plan that includes: (1) An informational museum placard with a compelling main idea and 4-5 supporting details drawn from multiple sources, (2) A visual display (drawing, diagram, or model) with labels, (3) A 'Did You Know?' section with the most surprising fact they discovered, and (4) A source citation page explaining which sources they used and why each was valuable. Students should use suffixes -ful and -less from the lesson (powerful, colorless, beautiful, endless, etc.) to make their writing more descriptive. Finally, students present their exhibition to classmates, explaining how they decided which information was most important to include and how combining multiple sources gave them a deeper understanding than any single source could provide.

Materials: Access to at least 3 different information sources (library books, approved websites, science magazines, videos), Large poster board or construction paper for exhibition display, Markers, colored pencils, or crayons, Ruler for organizing layout, Index cards for museum placard text, Optional: craft materials for 3D model elements (clay, cardboard, etc.)

FIELD 12: Teacher Narrative (+1)

A Veteran Teacher's Reflection on Compare and Contrast: Galaxies

Engage Reflection

I designed 'Two Truths About the Same Galaxy' to tap into something third graders experience constantly but rarely name: the confusion of encountering different information about the same topic. When I hold up those two texts silently for three seconds, then read contrasting sentences about the Milky Way—one describing its spiral structure with billions of stars, the other capturing its milky band of light across the night sky—I'm creating cognitive dissonance that feels safe to explore. I expect to see puzzled faces, maybe a few students leaning forward, wondering if one author got it wrong. That's the moment I'm after. The role assignment—'you're someone who just discovered that the truth about galaxies isn't one simple thing'—gives them permission to sit with complexity rather than rushing to resolve it. The transfer cue asking which text they'd use to explain the Milky Way matters because it shifts them from passive confusion to active decision-making. I'll watch for students who immediately pick one text versus those who instinctively say 'both,' because that tells me who's already thinking about information as layered and purposeful.

Explore Reflection

The exploration sequence moves from teacher modeling to guided practice to independent comparison because I know third graders need to see the thinking before they can do the thinking. When I display that first paragraph from 'What's In Our Universe?' and model asking aloud 'What is this paragraph mostly about?', I'm making visible the internal dialogue proficient readers use to distinguish main ideas from details. I'll watch closely during Activity Page 7.1 when students use the sentence frame to identify two key details—this is where I'll see who's grabbing any two sentences versus who's selecting details that genuinely support the main idea. The suffix work with -ful and -less isn't just vocabulary practice; words like 'wonderful' and 'countless' appear throughout these galaxy texts, and understanding how affixes change meaning directly supports comprehension. The two-column chart on Activity Page 7.2 is my formative check that matters most: can students see that two paragraphs about galaxies might have different main ideas, each supported by different details? I anticipate some students will list details accurately but struggle to articulate how those details support the main idea—that's where I'll pull a small group to model the connection explicitly using sentence stems.

Apply Reflection

The OFA progression from Entry to Mastery reflects what I've learned about scaffolding complex literacy work: students need entry points that match their readiness while still engaging with the anchor competency of processing and synthesizing information. Entry level gives students Activity Page 7.1 with sentence frames because they're still building stamina for identifying main ideas in a single paragraph—the scaffold isn't lowering the cognitive demand, it's supporting access to it. Developing level asks students to compare two paragraphs, which requires holding multiple main ideas in mind simultaneously and noticing how authors make different choices. Skilled level pushes toward synthesis across an entire text, and I deliberately included the requirement for two words with -ful or -less suffixes because I want to see if they can apply vocabulary learning while managing the larger comprehension task. Mastery level—creating an original informational paragraph using the space images from U7.L7.1-U7.L7.9—asks students to step into the author's role and then reflect metacognitively on their own detail selection. I'll circulate to Mastery students first, asking 'What do you want your reader to understand most?' because that question reveals whether they grasp that main ideas drive detail selection, not the other way around. I'll watch for Entry students who finish quickly—they may be listing any two details rather than supporting details, which means I need to model the connection again.

Reflect Reflection

When I return to the Hook scenario and ask 'which text would you use to explain the Milky Way, or would you need both?', I'm deliberately closing the loop between curiosity and competency. I want students to articulate that their answer has changed—not because they learned 'the right answer,' but because they now understand that authors make purposeful choices about which details to include based on what they want readers to understand. This connects directly to Literacy & Information Processing because the competency isn't just about extracting information; it's about recognizing that texts are constructed, that information is selected and shaped, and that skilled readers evaluate those choices. I'll listen for language like 'it depends on what you want to know' or 'both texts are true but they focus on different things'—that's evidence of growing sophistication in how they think about sources. The suffix reflection matters because I want them to see vocabulary knowledge as a tool for processing information, not just isolated word study. The lasting understanding I'm after is this: when you encounter multiple texts on the same topic, your job isn't to find the 'best' one—it's to figure out what each author chose to tell you and why, then decide what information serves your purpose. That's the foundation for future work comparing sources, evaluating credibility, and synthesizing across texts.

Overall Reflection

This lesson matters because third graders are at a pivotal moment in their literacy development—they're transitioning from learning to read to reading to learn, and they're encountering information from multiple sources for the first time. The pedagogical heart of this lesson is teaching them that information isn't neutral or singular; it's shaped by authorial choice, and skilled readers notice those choices. I anchored everything to Literacy & Information Processing because I want students to see themselves as active processors of information, not passive receivers. The Hook creates genuine curiosity about why two true texts can feel so different, the exploration gives them tools to analyze those differences, the OFA asks them to apply that analysis at their readiness level, and the reflection consolidates their understanding that comparing texts means comparing choices. If I taught this again, I might add a mid-lesson turn-and-talk after Activity Page 7.2 where partners explain their thinking to each other—I suspect some students would benefit from verbalizing their comparison before moving to independent work. I'm also curious whether the Mastery students will struggle more with writing their own paragraph or with the metacognitive reflection about their detail selection; that will tell me whether next time I need to model the authorial decision-making process more explicitly. What excites me most is that this lesson plants seeds for fourth grade work on integrating information from multiple sources—they're learning now that texts are puzzles to solve, not scripts to memorize.

Reflection Prompts

- What was most challenging for students during the Apply phase?
- How effectively did students demonstrate the Universal Competency?
- What adjustments would improve OFA engagement next time?

Pedagogical Notes: Use OFA levels to differentiate instruction. Entry levels provide scaffolded access; Mastery level extends thinking for transfer challenges. Monitor pacing during Apply to ensure adequate Reflect time.

