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Grade 3

THE WRITING ACADEMY®, LLC

Supplemental Support System for Existing RLA Core Curriculum

Cluster PREPARE: Preparing to Write: Choosing the Writing Job, Genre, and Plan

Genre Selection / Narrative Writing | Primary TEKS: 3.11A(i), 3.12A(i), 3.12A(ii)

Students learn to name topic, purpose, and audience before drafting, choose an appropriate genre, and develop a narrative using TRAILS.

Module	Title & Focus	Summary	Page
Module 1	One Topic, Different Writing Jobs Passages: The Mystery of the Traveling Shell; The Recess Question	Students discover that one topic can support multiple genres and learn to name topic, purpose, and audience before choosing narrative as the genre.	3
Module 2	Match the Writing Job to the Genre Passages: The Mystery of the Traveling Shell; The Recess Question	Students compare narrative, informative, opinion, and correspondence, then justify why narrative fits the purpose and audience.	61
Module 3	Plan the Path Before the Draft Passages: The Mystery of the Traveling Shell; The Recess Question	Students use TRAILS to plan a narrative, mapping the experience from setting through the lasting effect before drafting.	121
Module 4	Choose, Justify, Draft, Revise, and Share Passages: The Mystery of the Traveling Shell; The Recess Question	Students independently choose a genre, justify the choice, draft, revise, edit, and share a finished piece of writing.	179

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Cluster 1: Single Constructed Response (SCR) with the SCR Ladder

Informational Writing / Short Constructed Response (SCR) | Primary TEKS: 3.11A(i), 3.12B(i), 3.12B(ii), 3.12B(iii)

Students learn to analyze a prompt using the Three Shapes (red circle for the noun, yellow box for the verb, green triangle for the clue word), identify WHAT/WHY/HOW, and write a three-sentence SCR: thesis (central idea), one piece of text evidence, and an explanation.

Module	Title & Focus	Summary	Page
Module 1	Shaping the Prompt Passages: The Pilgrims Chose Plymouth; Life Along the Nile River	Students learn to circle the noun, box the verb, and triangle the clue word to determine whether a prompt asks WHAT, WHY, or HOW.	3
Module 2	Writing a Thesis (Central Idea) Passages: The Pilgrims Chose Plymouth; Life Along the Nile River	Students construct a thesis (central idea) that directly answers the prompt, forming the first sentence of the SCR.	57
Module 3	Understanding and Selecting Strong Evidence Passages: The Pilgrims Chose Plymouth; Life Along the Nile River	Students use TRACKS to locate and select one piece of strong text evidence that supports the thesis (central idea).	113
Module 4	Explaining Evidence and Building the Full SCR Ladder Passages: The Pilgrims Chose Plymouth; Life Along the Nile River	Students write the explanation sentence and assemble the complete three-sentence SCR ladder.	169

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Cluster 2: Extended Constructed Response (ECR) with the TREE Framework

ECR Informational | Primary TEKS: 3.11B(i), 3.11B(iii), 3.12B(i), 3.12B(ii), 3.12B(iii)

Students step up from the SCR to the ECR using the TREE metaphor: Ground (passage and prompt), Trunk (thesis/central idea), and Branches (reason, evidence, explanation). CSI (Connect, Support, Infer) is introduced.

Module	Title & Focus	Summary	Page
Module 1	TREES and Shaping the Prompt Passages: Laura Ingalls Wilder; Carmen Lomas Garza	Students learn the TREE metaphor for ECR structure and practice shaping prompts by identifying topic, charge, and clue word.	3
Module 2	Writing the Thesis (Central Idea) Passages: Laura Ingalls Wilder; Carmen Lomas Garza	Students build a thesis (central idea) from noun of importance, verb of importance, and their own answer.	57
Module 3	Reason/Way (The First Branch) Passages: Laura Ingalls Wilder; Carmen Lomas Garza	Students magnify the passage, collect details, group them into baskets, and turn each basket into a reason/way statement.	115
Module 4	Evidence (The Second Branch) Passages: Laura Ingalls Wilder; Carmen Lomas Garza	Students use CSI to select evidence that proves each reason and begin building body paragraphs.	175

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Cluster 3: ECR with the TREES Structure

ECR Informational | Primary TEKS: 3.11A, 3.11C, 3.12B

Students write a full multi-paragraph ECR using TREES: Thesis (Central Idea), Reason/Way, Evidence, Explanation, Significance. Poetry and drama are introduced as passage genres.

Module	Title & Focus	Summary	Page
Module 1	Prompt Analysis & Thesis (Central Idea) Writing Passages: Why We Need Laws (poem); The Lunchroom Discoveries (drama)	Students shape WHY and HOW prompts, find the conflict, and write a thesis (central idea) that answers the question.	3
Module 2	Advance Prompt Analysis Passages: Why We Need Laws (poem); The Lunchroom Discoveries (drama)	Students sort prompts into REASONS vs. RELATIONSHIPS and identify clue words beyond why and how.	57
Module 3	Magnifying Reasons for WHY Prompts Passages: Why We Need Laws (poem); The Lunchroom Discoveries (drama)	Students use the Magnifying Process to brainstorm, group, narrow, and choose three strong reasons.	111
Module 4	Matching Reasons, Evidence, and Explanations Passages: Why We Need Laws (poem); The Lunchroom Discoveries (drama)	Students use CSI to match each reason with a quote and an explanation using three explanation styles.	169

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Cluster 4: ECR: The Craft of the ECR

ECR Craft (Informational) | Primary TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12B(i), 3.12B(ii), 3.12B(iii)

Each module isolates one specific sentence of the ECR. MICE builds the significance sentence, and GET SET constructs the three-color introduction.

Module	Title & Focus	Summary	Page
Module 1	Significant Inferencing Sentences Using MICE Passages: The Invention of Electricity; The Founding Fathers	Students write significance sentences using MICE, going beyond the text to name the bigger idea.	3
Module 2	Significance Sentences for HOW Prompts Using MICE Passages: The Invention of Electricity; The Founding Fathers	Students apply MICE to HOW prompts, tracing a process pathway.	61
Module 3	Getting SET with the Statement of Purpose Passages: The Invention of Electricity; The Founding Fathers	Students write the Statement of Purpose (the blue, first sentence of the GET SET introduction).	121
Module 4	The Yellow Sentence (Evidentiary Transition) Passages: The Invention of Electricity; The Founding Fathers	Students write the Evidentiary Transition and assemble the full three-color introduction.	185

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Cluster 5: Paired Passage ECR: One Answer, Two Texts

ECR Paired Passages | Primary TEKS: 3.12B(i), 3.12B(ii), 3.12B(iii), 3.11B(ii), 3.11B(iii)

Students connect two informational texts into one response using the Paired Passage HABIT, RRR conclusion, and full-ECR color-coding.

Module	Title & Focus	Summary	Page
Module 1	Paired Passage Responses: Connecting Two Texts Passages: Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail	Students write one connected response using evidence from BOTH passages, applying the Paired Passage HABIT.	3
Module 2	Paired Passage HOW Prompts: Similarities and Differences Passages: Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail	Students write a HOW response with a preposition-based thesis, distinguishing similarity from difference.	47
Module 3	Conclusion Paragraph with R1, R2, R3: The Bluebird Moment Passages: Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail	Students write a three-sentence RRR conclusion: Restate, Refer, and Reflect.	91
Module 4	Color-Coding the Full ECR Paper Passages: Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail	Students color-code every sentence and see the mirror pattern between introduction and conclusion.	137

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Cluster 6: Argumentative ECR: Claim, Reasons, and Rebuttal

Argumentative / Opinion Writing | Primary TEKS: 3.12C(i), 3.12C(ii), 3.12D(i), 3.11B(i), 3.11B(ii), 3.11B(iii)

Students shift to argumentative writing: claim, CREATURES framework, Magnifying Process for reasons, and persuasive letter.

Module	Title & Focus	Summary	Page
Module 1	Writing Claims for Argumentative Prompts Passages: Crash; The Good Citizen	Students decide a position and write a claim: decision + because + reasons.	3
Module 2	Supporting Claims with Reasons Through the Magnifying Process Passages: Crash; The Good Citizen	Students brainstorm, group, narrow, and choose three strong reasons to support their claim.	55
Module 3	Completing the Argumentative Paper with CREATURES Passages: Crash; The Good Citizen	Students write the full argumentative paper including counterargument and rebuttal.	93
Module 4	Argumentative Correspondence: The Persuasive Letter Passages: Crash; The Good Citizen	Students deliver the argument as a persuasive letter with greeting, SET intro, TREES body, RRR conclusion, and closing.	139

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Cluster 7: Poetry: Voices That Inspire Change and Service

Poetry and Narrative | Primary TEKS: 3.10(D), 3.12(B), 3.8(A)

Students read and respond to poetry using the LEAVES framework: Lines, Emotion, Artistic Language, Voice, Experience, Significance.

Module	Title & Focus	Summary	Page
Module 1	Entering the Experience: Reading Poems That Inspire Passages: MLK: A Dream Can Grow; What Will You Give?	Students enter a poem as an experience, reading for emotion and meaning before analyzing structure.	3
Module 2	Whose Voice? Emotion, Experience, and the Speaker Passages: MLK: A Dream Can Grow; What Will You Give?	Students identify the speaker's voice, emotions, and lived experience within the poem.	49
Module 3	The Moment That Stays: Artistic Language and Sound Passages: MLK: A Dream Can Grow; What Will You Give?	Students analyze artistic language and sound devices that make a moment memorable.	95
Module 4	Meaning and Significance: Bringing All of LEAVES Together Passages: MLK: A Dream Can Grow; What Will You Give?	Students bring all elements of LEAVES together to write about a poem's meaning and significance.	145

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Cluster 8: Research: How Communities Grow

Research | Primary TEKS: 3.13A to H, 3.11B(i), 3.11B(ii), 3.11B(iii), 3.11C(i) to (x), 3.11D(i) to (xxxii)

Students build one five-paragraph research paper across four modules (PLACE, PROBLEM, PEOPLE, TRANSFER), learning quotation vs. paraphrase with source credit.

Module	Title & Focus	Summary	Page
Module 1	PLACE: From Resource to Evidence Passages: A Place to Grow; People Make the Difference; What Helps a Community Grow?; Small Choices, Strong Communities	Students learn report vs. research, practice quotation and paraphrase with source credit, and build the first body paragraph.	3
Module 2	PROBLEM: From Question to Solution Passages: A Place to Grow; People Make the Difference; What Helps a Community Grow?; Small Choices, Strong Communities	Students build the second body paragraph following Notice, Question, Act, Impact.	53
Module 3	PEOPLE: Choices, Service, and Memory Passages: A Place to Grow; People Make the Difference; What Helps a Community Grow?; Small Choices, Strong Communities	Students build the third body paragraph, synthesizing evidence from different source forms.	99
Module 4	TRANSFER: One Paper, One Proof, One Community Passages: A Place to Grow; People Make the Difference; What Helps a Community Grow?; Small Choices, Strong Communities	Students assemble, revise, edit, and publish the full five-paragraph research paper.	143

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