

3rd Grade Frameworks & Acronym Glossary

Teach BIG® Writing Curriculum • The Writing Academy®, LLC • Grade 3

Every framework and acronym used across 3rd grade, with what it stands for and where it is taught.

FRAMEWORK / ACRONYM	WHAT IT IS	THE PARTS	WHERE USED
GRADUATE	The 5-day lesson cycle used in every module.	Gather · Reveal · Attempt · Discuss · Use · Award · Target · Educate/Explain, about 20 minutes per day across five days.	<i>All clusters (lesson cycle)</i>
SCR	Short Constructed Response, a brief written answer.	A central idea (thesis) + relevant evidence + an explanation that proves it.	<i>Clusters 1 to 3</i>
ECR	Extended Constructed Response, a longer, multi-paragraph response.	Introduction + body paragraphs + conclusion.	<i>Clusters 4 to 5</i>
TREES	The SCR / response structure students build one branch at a time.	Thesis · Reason/Way · Evidence · Explanation · Summary	<i>Cluster 2</i>
GET SET / SET	The informational / ECR introduction.	Statement of Purpose + Evidentiary (Yellow) Transition + a Thesis / central idea that previews the response.	<i>Cluster 4 (and the research paper)</i>
MICE	Significant Inferencing Sentences.	A structure for the significance / inferencing sentence of a body paragraph, the sentence that shares a bigger idea beyond the text.	<i>Cluster 4</i>
R1·R2·R3	The conclusion structure.	R1 Restate the thesis in new words · R2 Reference the evidence collectively · R3 Reflect on the larger lesson (no new evidence).	<i>Cluster 5 (used through Cluster 8)</i>
CREATURES	Argumentative support.	The elements students use to support a claim with reasons and evidence when building an argumentative paper and persuasive letter.	<i>Cluster 6</i>
TRAILS	Narrative / personal-narrative anatomy.	Topic/Experience · Relationships · Actions-Thoughts-Dialogue · Important Moment · Lesson/Lasting Effect · Setting, develop an experience rather than list events.	<i>Prepare & narrative work</i>
LEAVES	The poetry framework.	Lines & Layout · Emotion & Experience · Artistic Language · Voice · Echo & Sound · Significance, the six things readers and writers notice in a poem.	<i>Cluster 7</i>
TRACKS	The six types of measurable evidence students hunt for while reading.	Time · Reactions · Actions · Character/Concept/Creature · Key Knowledge · Scenery/Setting. Students TAP the TRACKS, hunt for and color-code evidence.	<i>All clusters (reading); C8 uses Q/P/E1/E2</i>
Q / P / E1 / E2	The research evidence system.	Q = a direct quotation (exact words) · P = a paraphrase (a source idea in new words) · E1 = the evidence itself (a Q or P) · E2 = the student's own explanation of what it means, why it matters, and how it proves the reason.	<i>Cluster 8</i>

CSI	Evidence relevance (Randi-authored).	Connected · Specific · Important, a habit for judging whether evidence is relevant before it enters a response.	<i>Evidence selection (C1, C3)</i>
DEEP FACTS	Explanation types (Randi-authored).	Nine ways to explain evidence, used to deepen the E2 / explanation so a response proves its point rather than only naming a fact.	<i>Explanation (E2) across clusters</i>
DOT	The reading habit.	Dot the unfamiliar word · Discover its meaning · Drop the dot once you know it.	<i>All clusters (Interactive Notebook reading)</i>
PLACE / PROBLEM / PEOPLE / TRANSFER	The four Cluster 8 research modules.	PLACE (resources create opportunity / challenge) · PROBLEM (notice-question-solve) · PEOPLE (choices, service, memory) · TRANSFER (assemble one published paper).	<i>Cluster 8</i>
Genre Compass	The genre-selection decision chain.	Topic → Purpose → Audience → Genre → Planning Strategy, the decision a writer makes before drafting.	<i>Prepare</i>