

SCOPE AND SEQUENCE EXPLANATION

Grade 3 Scope and Sequence

How the year fits together: clusters, modules, Language and Craft, and the Standards Slide Decks

PREPARE + Clusters 1 to 8

36 Modules

165, 180, and 210-Day Calendars

All 32 3.11D Breakouts

Presented by **Randi Whitney**
The Writing Academy®, LLC.

PURPOSE OF THIS HANDOUT

This handout gives a teacher one clear picture of the Grade 3 Supplemental Support System: the 36-module writing year, the daily 15 + 20 minutes, the nine Language and Craft focus sections, and the Standards Slide Decks that teach every 3.11D breakout.

Relieving stress. Raising scores.

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PART I

What This Scope and Sequence Explains

The Writing Academy®, LLC is a Supplemental Support System. It provides additional instruction and additional practice alongside a campus or district's existing reading language arts core resource; it does not replace that core instruction. This handout explains how the Grade 3 year fits together so a teacher can see, in one place, what is taught, when, with which materials, and how each piece connects to the TEKS.

- **The writing year:** PREPARE plus Clusters 1 to 8, four modules each, for 36 modules taught one module per week.
- **The daily time:** a 15-minute cluster and module lesson plus a separate 20-minute Standards block.
- **Language and Craft:** nine focus sections (spelling through figurative language) practiced across the year.
- **The Standards Slide Decks:** the home of 3.11D editing instruction, with all 32 breakouts taught, scripted, and tracked.

PART II

The Grade 3 Learning Journey at a Glance

The nine clusters and their four modules never change order or content. Each cluster moves from Low to Very High reading stamina across its four modules, so students meet a longer, more demanding passage as their skill grows.

Cluster	Major focus	Teacher lens
PREPARE	Preparing to Write	Choose the writing job, genre, and plan before drafting.
1	Short Constructed Response	Shape the prompt, write a thesis (central idea), select evidence, and explain it.
2	Extended Constructed Response	Build the TREE/TREES structure: prompt, thesis (central idea), reasons or ways, and evidence.
3	Advanced ECR Thinking	Analyze WHY and HOW prompts; strengthen reasons, evidence, and explanations.
4	The Craft of the ECR	Build significance with MICE, strengthen introductions with SET, and use evidentiary transitions.
5	Paired-Passage ECR	Use two texts in one response, compare and contrast, conclude with R1, R2, R3, and assemble the full paper.
6	Argumentative Writing	Develop claims, reasons, rebuttal thinking, CREATURES, and persuasive correspondence.
7	Poetry and Narrative	Read and compose poetry through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.
8	Research Capstone	Build research across PLACE, PROBLEM, PEOPLE, and TRANSFER using sources, evidence, explanation, citation, and presentation.

PART III

Week by Week: 36 Modules

Week numbers follow the 180-day calendar, one module per week. Module titles, stamina levels, and passages come from the Teacher Lesson Plan guides; the Student Interactive Workbook for each cluster uses the same passages, and each module has its own Daily Deck.

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
1	PREPARE M1	One Topic, Different Writing Jobs	Low	TRAILS, HABIT	The Mystery of the Traveling Shell
2	PREPARE M2	Match the Writing Job to the Genre	Medium	TRAILS	The Mystery of the Traveling Shell
3	PREPARE M3	Plan the Path Before the Draft	High	TRAILS	The Recess Question
4	PREPARE M4	Choose, Justify, Draft, Revise, and Share	Very High	TRAILS	The Recess Question
5	C1 M1	Shaping the Prompt	Low	CSI	The Pilgrims Chose Plymouth; Life Along the Nile River
6	C1 M2	Writing a Thesis (central idea)	Medium	CSI	The Pilgrims Chose Plymouth; Life Along the Nile River
7	C1 M3	Understanding and Selecting Strong Evidence	High	CSI, HABIT	The Pilgrims Chose Plymouth; Life Along the Nile River
8	C1 M4	Explaining Evidence and Building the Full SCR Ladder	Very High	CSI	The Pilgrims Chose Plymouth; Life Along the Nile River
9	C2 M1	TREES and Shaping the Prompt	Low	TREE, TREES	Laura Ingalls Wilder; Carmen Lomas Garza
10	C2 M2	Writing the Thesis (central idea) (The Trunk of the Tree)	Medium	TREE	Laura Ingalls Wilder; Carmen Lomas Garza
11	C2 M3	Reason/Way (The First Branch of the Tree)	High	TREE	Laura Ingalls Wilder; Carmen Lomas Garza
12	C2 M4	Evidence (The Second Branch of the Tree)	Very High	CSI, TREE	Laura Ingalls Wilder; Carmen Lomas Garza

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
13	C3 M1	Prompt Analysis & Thesis (central idea) Writing	Low	TREES	Why We Need Laws; The Lunchroom Discoveries
14	C3 M2	Advance Prompt Analysis	Medium	TREES	Why We Need Laws; The Lunchroom Discoveries
15	C3 M3	Magnifying Reasons for WHY Prompts	High	TREES	Why We Need Laws; The Lunchroom Discoveries
16	C3 M4	Matching Reasons, Evidence, and Explanations	Very High	CSI, TREES	Why We Need Laws; The Lunchroom Discoveries
17	C4 M1	Significant Inferencing Sentences Using MICE	Low	MICE	Benjamin Franklin and Electricity; The Founding Fathers
18	C4 M2	Significance Sentences for HOW Prompts Using MICE	Medium	MICE	Benjamin Franklin and Electricity; The Founding Fathers
19	C4 M3	Getting SET with the Statement of Purpose	High	GET SET, MICE	Benjamin Franklin and Electricity; The Founding Fathers
20	C4 M4	The Yellow Sentence (Evidentiary Transition)	Very High	GET SET, MICE	Benjamin Franklin and Electricity; The Founding Fathers
21	C5 M1	Paired Passage Responses: Connecting Two Texts	Low	GET SET, RRR	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
22	C5 M2	Paired Passage HOW Prompts: Similarities and Differences	Medium	GET SET, RRR	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
23	C5 M3	Conclusion Paragraph with R1, R2, R3: The Bluebird Moment	High	R1, RRR	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail
24	C5 M4	Color-Coding the Full ECR Paper	Very High	GET SET, RRR	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
25	C6 M1	Writing Claims for Argumentative Prompts	Low	CREATURES	Crash; The Good Citizen
26	C6 M2	Supporting Claims with Reasons Through the Magnifying Process	Medium	CREATURES, HABIT	Crash; The Good Citizen
27	C6 M3	Completing the Argumentative Paper with CREATURES	High	CREATURES, HABIT	Crash; The Good Citizen
28	C6 M4	Argumentative Correspondence: The Persuasive Letter	Very High	RRR, TREES	Crash; The Good Citizen
29	C7 M1	Entering the Experience: Reading Poems That Inspire	Low	LEAVES	MLK: A Dream Can Grow; What Will You Give?
30	C7 M2	Whose Voice? Emotion, Experience, and the Speaker	Medium	LEAVES	MLK: A Dream Can Grow; What Will You Give?
31	C7 M3	The Moment That Stays: Artistic Language and Sound	High	LEAVES	MLK: A Dream Can Grow; What Will You Give?
32	C7 M4	Meaning and Significance: Bringing All of LEAVES Together	Very High	LEAVES	MLK: A Dream Can Grow; What Will You Give?
33	C8 M1	PLACE: From Resource to Evidence	Low	PLACE	A Place to Grow: How Geography Helps Build a Community
34	C8 M2	PROBLEM: From Question to Solution	Medium	PROBLEM	People Make the Difference: How Ideas and Actions Change Communities
35	C8 M3	PEOPLE: Choices, Service, and Memory	High	RRR	What Helps a Community Grow?
36	C8 M4	TRANSFER: One Paper, One Proof, One Community	Very High	R1, PLACE	Small Choices, Strong Communities

PART IV

The Daily Time and the Five-Day Cycle

15 MINUTES

Cluster and Module Lesson

Teach the week's writing, response, research, or poetry skill from Section 50 of the Teacher Lesson Plan, with the Student Interactive Workbook and the Daily Deck.

20 MINUTES

Standards Block

Four teacher-selected Standards Slide Decks, about five minutes each, with scripts and tracking sheets. Language and Craft practice belongs here, outside the 15-minute lesson.

The Five-Day GRADUATE Infinity Learning Cycle

Day	Stage	Teacher goal
Monday	GATHER + REVEAL	Activate what students know and model the thinking.
Tuesday	ATTEMPT	Students try the new skill with structure, partners, and guided practice.
Wednesday	DISCUSS + USE	Students explain the thinking, then use the skill.
Thursday	AWARD + TARGET	Students name a demonstrated strength and one precise next move.
Friday	EDUCATE + EXPLAIN	Students show and explain the learning independently.

PART IV, CONTINUED

Three Calendars, One Scope

The same content is taught in every calendar. What changes is only how the days are distributed; no cluster, module, passage, writing task, or standard is cut.

Calendar	Best for	How the days change
165 days	Shorter year or 4-day weeks	All 36 modules and all content stay. In 15 of the 36 modules, combine Award + Target (Day 4) and Educate + Explain (Day 5) into one session.
180 days	Standard	One module per week for 36 weeks; all five GRADUATE days run in full (9 clusters x 4 modules x 5 days).
210 days	Longer year	All 36 modules, plus an optional sixth Apply and Extend day in 30 of the 36 modules and periodic review and assessment days.

COUNTING DAYS

Day 1 is the first day the sequence is taught, not a fixed date. Count only instructional days and place holidays, testing, and closures outside the numbered sequence.

PART V

The Four Pieces Behind Every Week

Resource	What it holds
Teacher Lesson Plan Guide	One guide per cluster with the plan, standards, scripts, passages, checks, supports, assessments, and reflection. Section 50 is the five-day lesson.
Student Interactive Workbook	The student side of every daily lesson, one workbook per cluster, built on the same passages as the teacher guide.
Daily Deck	36 lesson decks, one per module, with the visual cues named inside Section 50.
Standards Slide Decks	Separate standards practice with teacher scripts and tracking sheets, used in the 20-minute Standards block. The primary home of 3.11D.

DO NOT CONFUSE THE TWO SLIDE SYSTEMS

The Daily Deck supports the current cluster and module lesson. The Standards Slide Decks are a separate practice system that runs every week of the year.

PART VI

The Standards Slide Decks

Every Standards Slide Deck sheet is ten slides long and follows the same path: an introduction, the exact TEKS wording and a student-friendly meaning, then five thinking levels across the week. Each sheet has a matching teacher script (what to say and do on every slide) and a student tracking sheet.

Set	TEKS focus	Sheets	What each sheet does
Spelling	3.2(B) spelling knowledge	36	One spelling rule each week, taken from the week's reading words.
Editing	3.11D editing conventions	36	One editing breakout on each weekly sheet; Sentence Weather panel on the slides.
Editing Part Two	3.11D editing conventions	30	A second pass through the breakouts, cluster by cluster.
Revising	3.11C revising	36	Revise sentence structure and word choice: add, delete, combine, rearrange.
Writing	3.11A, 3.12 writing process and genre	36	Matches the week's writing job from the cluster and module.
Evidence	3.7(C) text evidence	36	Collect and use text evidence.
Explanation	3.12(B) explaining thinking	36	Explain evidence so the reader knows what it means.

HOW TO CHOOSE THE FOUR DECKS

Choose four decks for the 20-minute block based on classroom need. The Editing deck for the week is the core 3.11D practice; Editing Part Two, Spelling, Revising, Writing, Evidence, and Explanation fill the other slots as students need them.

PART VI, CONTINUED

The Spelling Rule for Every Week

The Spelling Slide Decks teach one rule each week, all 36 weeks, using words from that week's reading. This is where 3.2(B) and the spelling breakouts of 3.11D are practiced week after week.

Wk	Module	Spelling rule
1	PREPARE M1	Consonant Digraphs sh, ch, th, wh
2	PREPARE M2	Beginning and Ending Blends
3	PREPARE M3	Long Vowels with Silent e
4	PREPARE M4	Short Vowels and CVC Patterns
5	C1 M1	Adding -ed to a Base Word
6	C1 M2	Plurals with -s and -es
7	C1 M3	Long e Spelled ee and ea
8	C1 M4	Long Vowels with Silent e
9	C2 M1	R-Controlled Vowels (ar, er, ir, or, ur)
10	C2 M2	Adding -ing to a Base Word
11	C2 M3	Plurals: Change y to ies
12	C2 M4	The Letter y Spelling Long e
13	C3 M1	Diphthongs ou and ow
14	C3 M2	Long a Spelled ai and ay
15	C3 M3	Words Ending in Consonant plus le
16	C3 M4	The oo Sound Spelled oo, ew, and ue
17	C4 M1	The Suffix -tion (the shun sound)
18	C4 M2	R-Controlled Vowels (ar, er, ir, or, ur)

Wk	Module	Spelling rule
19	C4 M3	Long Vowels with Silent e
20	C4 M4	Adding -ed to a Base Word
21	C5 M1	Homophones (words that sound alike)
22	C5 M2	Comparative Endings -er and -est
23	C5 M3	Compound Words
24	C5 M4	The Suffix -ly
25	C6 M1	Contractions
26	C6 M2	Soft c and Soft g
27	C6 M3	Silent Letters kn, wr, and mb
28	C6 M4	Abbreviations
29	C7 M1	Long i Spelled igh and y
30	C7 M2	Prefixes un, re, and dis
31	C7 M3	Prefixes pre and mis
32	C7 M4	Suffixes ful, less, and ness
33	C8 M1	Plurals Review (s, es, y to ies)
34	C8 M2	R-Controlled Vowels Review (ar, er, ir, or, ur)
35	C8 M3	Long Vowels with Silent e Review
36	C8 M4	Compound Words Review

PART VII

TEKS 3.11D: Thoroughly Covered

3.11D asks students to edit drafts using standard English conventions. Our materials number its parts as 32 breakouts, (i) through (xxxii), and every one of them is taught in the Standards Slide Decks, scripted for the teacher, and tracked for each student. Four breakouts, (i) Subject-Verb Agreement, (vi) Singular Nouns, (viii) Common Nouns, (xxxii) Spelling High-Frequency Words, appear on the class slides in every cluster, so they are practiced all year.

32 of 32

breakouts taught

694

class slides

700

scripted slides

105

tracking sheet pages

HOW TO READ THE TABLES THAT FOLLOW

Editing week numbers match the 36-week calendar (Sheet 1 is Week 1, PREPARE Module 1). Slides lists the weeks with class slides for the breakout; Scripts lists the weeks with a teacher script. Part Two gives the cluster where Editing Part Two teaches it again with both class slides and a script, so every breakout has class slides somewhere in the year. Tracking counts the student tracking sheet pages.

PART VII, CONTINUED

Where Each 3.11D Breakout Is Taught

TEKS clause (i): complete simple and compound sentences with subject-verb agreement

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(i)	Subject-Verb Agreement	1, 5, 9, 13, 17, 21, 25, 29, 33	1, 21, 33	none	5
(ii)	Compound Sentences	none	21	C6	3

TEKS clause (ii): past, present, and future verb tense

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(iii)	Past Verb Tense	9	9, 34	C3	5
(iv)	Present Verb Tense	none	5	C2	3
(v)	Future Verb Tense	none	10	C3	3

TEKS clause (iii): singular, plural, common, and proper nouns

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(vi)	Singular Nouns	2, 6, 10, 14, 18, 22, 26, 30, 34	2, 10	C2	4
(vii)	Plural Nouns	6	6	C2	3
(viii)	Common Nouns	3, 7, 11, 15, 19, 23, 27, 31, 35	3, 7, 11, 15, 23	C2	4
(ix)	Proper Nouns	none	7	C2	3

TEKS clause (iv): adjectives, including their comparative and superlative forms

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(x)	Comparative Adjectives	none	11	C3	3
(xi)	Superlative Adjectives	none	12	C3	3

TEKS clause (v): adverbs that convey time and adverbs that convey manner

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xii)	Adverbs of Time	none	13	C4	3
(xiii)	Adverbs of Manner	none	14	C4	3

TEKS clause (vi): prepositions and prepositional phrases

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xiv)	Prepositions	none	15	C4	3
(xv)	Prepositional Phrases	none	16	C4	3

TEKS clause (vii): pronouns, including subjective, objective, and possessive cases

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xvi)	Subjective Pronouns	none	17, 35	C5	5
(xvii)	Objective Pronouns	none	18	C5	3
(xviii)	Possessive Pronouns	none	19	C5	3

TEKS clause (viii): coordinating conjunctions to form compound subjects, predicates, and sentences

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xix)	Conjunctions in Compound Subjects	none	22	C6	3
(xx)	Conjunctions in Compound Predicates	none	23	C6	3
(xxi)	Conjunctions in Compound Sentences	none	24	C6	3

TEKS clause (ix): capitalization of official titles of people, holidays, and geographical names and places

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xxii)	Capitalizing Official Titles	none	20	C5	3
(xxiii)	Capitalizing Holidays	none	29	C5	3
(xxiv)	Capitalizing Geographical Names	none	8	C2	3
(xxv)	Capitalizing Geographical Places	none	30	C2	3

TEKS clause (x): punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xxvi)	Apostrophes in Contractions	none	27, 36	C7	5
(xxvii)	Apostrophes in Possessives	none	28	C7	3
(xxviii)	Commas in Compound Sentences	25	25	C6	3
(xxix)	Commas in a Series	26	26	C6	3

TEKS clause (xi): correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xxx)	Spelling Patterns	none	31	C2	3
(xxxi)	Orthographic Spelling Patterns	32	32	C4	3
(xxxii)	Spelling High-Frequency Words	4, 8, 12, 16, 20, 24, 28, 32, 36	4	none	2

PART VII, CONTINUED

Reading TEKS Numbers Two Ways

The TEKS text lists 3.11D as eleven clauses. Our lesson plans, workbooks, Standards Slide Decks, and tracking sheets use the finer breakout numbers. Use this crosswalk whenever a clause number and a breakout number seem to disagree: for example, clause (ix) capitalization is taught as breakouts (xxii) to (xxv).

Clause	Clause wording (including ...)	Our breakout numbers
(i)	complete simple and compound sentences with subject-verb agreement	(i), (ii)
(ii)	past, present, and future verb tense	(iii), (iv), (v)
(iii)	singular, plural, common, and proper nouns	(vi), (vii), (viii), (ix)
(iv)	adjectives, including their comparative and superlative forms	(x), (xi)
(v)	adverbs that convey time and adverbs that convey manner	(xii), (xiii)
(vi)	prepositions and prepositional phrases	(xiv), (xv)
(vii)	pronouns, including subjective, objective, and possessive cases	(xvi), (xvii), (xviii)
(viii)	coordinating conjunctions to form compound subjects, predicates, and sentences	(xix), (xx), (xxi)
(ix)	capitalization of official titles of people, holidays, and geographical names and places	(xxii), (xxiii), (xxiv), (xxv)
(x)	punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(xxvi), (xxvii), (xxviii), (xxix)
(xi)	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxx), (xxxi), (xxxii)

PART VIII

Language and Craft: Nine Focus Sections

Alongside the writing clusters, the Language and Craft scope gives each convention and craft skill a focus window. The focus weeks below follow the 180-day calendar; a laboratory week (fresh practice with fewer cues) comes right before the section's final check. Earlier sections stay active through daily retrieval.

#	Section	Focus weeks	Lab week	TEKS
	Entry evidence and routines	1		3.1(A) to (E)
1	Spelling	2 to 7	Yes	3.2(B)(i) through (vii); 3.11D(xxx), (xxxi), (xxxii)
2	Grammar: Sentence Weather	8 to 14	Yes	3.11D(i) through (xxi)
3	Morphemes	15 to 17		3.3(C); 3.2(B)(vi) and (vii)
4	Capitalization	18 to 19		3.11D(xxii), (xxiii), (xxiv), (xxv)
5	Punctuation	20 to 22		3.11D(xxvi), (xxvii), (xxviii), (xxix)
6	Syntax	23 to 25		3.11C; 3.11D(i), (ii), (xix), (xx), (xxi)
7	Word Choice	26 to 29	Yes	3.3(A), (B), (D); 3.2(C); 3.11C
8	Literary Devices	30 to 32		3.10(D), (E), (F); 3.9(B)
9	Figurative Language	33 to 35		3.10(D), (G); 3.3(B), (D)
	Closing transfer	36		All nine sections

A LONGER OR SHORTER YEAR

Keep the section order and all content. In a 165-day year, tighten review inside the focus weeks; in a 210-day year, use the added Apply and Extend days for extra laboratory practice. No standard is removed.

PART VIII, CONTINUED

The Nine Sections in Order

1. Spelling

Weeks 2 to 7

Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning.

1. Closed, open, and VCe syllables inside longer words (rabbit, robot, cupcake).
2. Vowel teams, r-controlled, and final stable syllables (raincoat, cowboy, garden, candle).
3. Multiple patterns and syllable division: VCCV, VCV, and VCCCV (rab/bit, ro/bot, mon/ster).
4. Homophones, compound words, contractions, and abbreviations (break/brake, do not/don't, Doctor/Dr.).
5. Prefixes, suffix changes, and spelling transfer (replay; make/making; family/families; hop/hopping).

TEKS: 3.2(B)(i) through (vii); 3.11D(xxx), (xxxi), (xxxii)

Activities: Keep It or Repair It? (whole group); Spelling Proof Match (partners); Show What You Understand (independent)

Also taught in: Spelling Slide Decks every week (see the weekly rules); Editing breakouts (xxx), (xxxi), (xxxii).

2. Grammar: Sentence Weather

Weeks 8 to 14

Student goal: I can name each word's job, show how words relate, and use the correct form in a sentence.

1. Identify: word jobs first, with neutral shapes, before any color.
2. Differentiate: past, present, and future tense; subjective and objective pronoun case.
3. Classify: noun number, possessive pronouns, and comparative and superlative adjectives.
4. Connect: adverbs of time and manner, prepositional phrases, and the Horizon between subject and predicate.
5. Test: complete simple and compound sentences with subject-verb agreement (and, but, or, so).
6. Integrate: choose the lightest useful layer to explain tense, case, comparison, and relationships.

TEKS: 3.11D(i) through (xxi)

Activities: What Is the Word Doing? (whole group); Build the Sentence Forecast (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 33, 34, 35; Editing Part Two in every cluster. Each Editing slide carries a Sentence Weather panel.

3. Morphemes

Weeks 15 to 17

Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word.

1. Prefix meaning in a whole word: pre-, non-, dis-, in- (not), and im- (into).
2. Suffix meaning and spelling changes: -ness, -y, and -ful (helpful and helpless).
3. Affixes plus context: blend part, base, and sentence clues to explain a new word.

TEKS: 3.3(C); 3.2(B)(vi) and (vii)

Activities: Change a Part, Change a Meaning (whole group); The Word-Part Workshop (partners); Show What You Understand (independent)

Also taught in: Spelling Slide Decks prefix and suffix weeks (5, 10, 17, 20, 24, 30, 31, 32); Big Word Detective morphology songs.

4. Capitalization

Weeks 18 to 19

Student goal: I can capitalize official titles, holidays, and geographical names and places while keeping ordinary nouns lowercase.

1. Official titles, holidays, and geographical names (Coach Bell and our coach; Labor Day; Cedar River).
2. Capitalization in context: a title with a name versus a general role; a named street versus an ordinary word.

TEKS: 3.11D(xxii), (xxiii), (xxiv), (xxv)

Activities: Same Word, Different Job (whole group); Capital Switch (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks 8, 20, 29, 30; Editing Part Two in every cluster.

5. Punctuation

Weeks 20 to 22

Student goal: I can explain apostrophes and commas and use them correctly in my drafts.

1. Contractions, possession, and counting: one owner, plural owners, and a plain plural.
2. Commas in a series and in compound sentences (a comma plus and, but, or, so).
3. Every mark must earn its place: necessary, missing, and unnecessary punctuation in a new draft.

TEKS: 3.11D(xxvi), (xxvii), (xxviii), (xxix)

Activities: Give the Mark a Job (whole group); Punctuation Repair Lab (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks 25, 26, 27, 28, 36; Editing Part Two in every cluster.

6. Syntax

Weeks 23 to 25

Student goal: I can build complete simple and compound sentences that keep my meaning.

1. Complete simple sentences and sentence boundaries.
2. Compound subjects, predicates, and sentences: and (addition), but (contrast), or (choice), so (result).
3. Sentence structure for coherence and clarity: add, delete, combine, and rearrange.

TEKS: 3.11C; 3.11D(i), (ii), (xix), (xx), (xxi)

Activities: Ready or Not Yet? (whole group); Sentence Builders (partners); Show What You Understand (independent)

Also taught in: Revising Slide Decks (3.11C) every week. Editing Slide Decks, weeks 1, 5, 9, 13, 17, 21, 22, 23, 24, 25, 29, 33.

7. Word Choice

Weeks 26 to 29

Student goal: I can use references and context to choose, explain, and use precise words.

1. References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter.
2. Word relationships in connected text: synonyms, antonyms, homophones, homographs, and a first look at idioms.
3. Precise choices, clear references, and voice: revise only to improve clarity.

TEKS: 3.3(A), (B), (D); 3.2(C); 3.11C

Activities: Audition Two Words (whole group); Word Auditions (partners); Show What You Understand (independent)

Also taught in: Revising Slide Decks (3.11C) every week.

8. Literary Devices

Weeks 30 to 32

Student goal: I can find an author's choice, show the words, and explain its purpose and effect.

1. Imagery, repetition, contrast, and purpose (Device, Detail, Job).
2. Sound choices in a variety of poems: onomatopoeia, alliteration, rhyme scheme, and stanzas.
3. First person and third person point of view, and language that creates voice.

TEKS: 3.10(D), (E), (F); 3.9(B)

Activities: What Changed for the Reader? (whole group); The Craft Lab (partners); Show What You Understand (independent)

Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound.

9. Figurative Language

Weeks 33 to 35

Student goal: I can explain literal and nonliteral language, use context, and tell why the author chose it.

1. Literal language and meaningful comparisons: literal versus nonliteral meaning, and similes.
2. Idioms and hyperbole in context (butterflies in my stomach; a ton of homework).
3. Purpose and evidence: explain how a simile or an exaggeration changes the reader's understanding.

TEKS: 3.10(D), (G); 3.3(B), (D)

Activities: Borrow One Quality (whole group); Meaning Match-Up (partners); Show What You Understand (independent)

Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound.

PART IX

Sentence Weather: The Grade 3 Route

Students learn the grammar idea first and the visual mark second. The symbols support an explanation; coloring alone is not grammar understanding.

Layer	Grade 3 teaching work
Identify	Neutral shapes and word-job names. No arrows, color codes, or subtype marks yet.
Differentiate	Past, present, and future tense; subjective and objective case. Pair each color with a word label.
Classify	Noun number, possessive pronouns, and adjective comparison, using only the subtype marks already taught.
Connect	Word relationships, whole phrases, and the Horizon between the complete subject and the complete predicate.
Test	Examine, Decide, Inspect, Test: diagnose, explain, and check a complete correction. Fade the marks as evidence allows.

The permanent symbols

Word job	Symbol	Word job	Symbol
Common noun	Plain sun	Proper noun	Sun with a smile
Pronoun	Crescent moon (yellow = subject, blue = object)	Verb	One raindrop (red past, blue present, green future)
Adjective	Star	Adverb	Two raindrops
Article	Small dot	Preposition	Cloud
Conjunction	Rainbow	Interjection	Lightning bolt

BLACK AND WHITE COPIES

Printed black and white copies stay usable: keep the shapes, the labels, and the relationships, so color never carries the meaning alone.

PART X

Assessment and Evidence

- **Weekly lesson:** use the exit ticket, writing task, progress tracker, and Award and Target work named in the Teacher Lesson Plan (Sections 56 to 66).
- **Standards Slide Decks:** record each thinking level on the student tracking sheet; guide, do not grade, early in the week.
- **Language and Craft section checks:** give each five-question section assessment only after the section's final week. Score multiple choice 0 to 4 and the written application 0 to 2 (6 total), and keep the two scores separate.
- **Keep evidence honest:** do not combine game points, supported rehearsal, and an unassisted check into one mastery claim. Record missing evidence as not yet observed.

DECIDE, THEN RECHECK

When a student gives two new correct applications and explains the rule, reduce one support and check again. When an error persists, model a short contrasting pair, rehearse the explanation, and check a fresh response.

Access without doing the thinking for the student

Allow oral rehearsal, a neutral symbol legend, enlarged print, or pre-cut pieces during instruction. Use frames such as "The clue ____ shows ____" without supplying the answer, and record which supports were used. Differentiate by support and number of practice examples, not by assigning another grade's expectations.

PART XI

Spiral Review and Where to Find Everything

When	Review	Keep it manageable
Every day	Two brief review prompts from earlier learning.	Rotate older skills; a short oral or written response is enough.
Each new section	One earlier convention and one earlier meaning decision.	Use words and sentences from the current reading.
After a section check	Feedback on the next Monday; a delayed example one and two weeks later.	Replace a review prompt; do not add days.

Where to find everything

Need	Go to
Teacher Lesson Plans	Grade 3 Teacher Lesson Plans page, one guide per cluster
Student Interactive Workbooks	Grade 3 Student Workbooks page, one workbook per cluster
Daily Decks	Grade 3 Lesson Decks page, 36 decks
Standards Slide Decks, scripts, tracking sheets	Teacher Resources on the IMRA site
Reading passages	Grade 3 Reading Passages page, by cluster, module, and stamina
3.11D chart and full scope and sequence	Grade 3 TEKS 11D Chart and Grade 3 Scope and Sequence

One scope, three calendars, and a Standards block that never stops. Teach the 15 minutes well, use the 20 minutes on purpose, and let the tracking sheets tell you what your students need next.