

PREPARE, Module 1: Week 1

3rd Grade Weekly Pacing Guide | One Topic, Different Writing Jobs | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer turn clues and events into a story worth following, and how do we know narrative fits the purpose?

Passages: "The Mystery of the Traveling Shell" (Low Stamina, ~300 words)

TEKS: 3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii); Editing: 3.11D (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix), (x), (xi), (xxxii); Spiral: 3.7A-G

ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i), 4(B)(ii), 4(C)(i), 4(D)(ii), 4(E)(ii) | **Framework:** TRAILS, HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Reveal a hidden shell. NOTICE/WONDER. Read "The Mystery of the Traveling Shell" aloud; DOT unfamiliar words. Model Genre Compass: topic, purpose, audience, genre. Model TRAILS with passage evidence. TLP p. 34 Deck Slide 1	A Attempt TRAILS Mystery Case File: sort twelve evidence cards to six TRAILS mats. Sequence seven events. Place the Important Moment marker. Complete Case Solved sheet. TLP p. 36 Deck Slides	D U Discuss + Use Discuss action vs. important moment; list vs. developed narrative. Independent mystery-object narrative: choose object, justify genre, complete TRAILS planner, write 6-8 sentences. TLP p. 38 Deck Slides	A T Award + Target Choose two awards (Scene Setter, Character Connector, Action Builder, Character Voice, Moment Maker, Meaning Maker) with evidence. Set a specific target; revise one sentence. TLP p. 40 Deck Slides	E Educate + Explain Author-Educator Circles: share narrative, teach one TRAILS feature with own evidence. Exit Ticket: genre decision, narrative moment, clue, lasting effect. My Progress Tracker. TLP p. 41 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 32)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 32)	Reread passage for discussion and independent application. Passage text (TLP p. 32)	Reread for evidence: identify key details and connections. Passage text (TLP p. 32)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 32)
Writing* (Student Workbook)	Gather + Reveal: I build curiosity about the shell Workbook p. 30	Attempt: TRAILS MYSTERY CASE FILE Workbook p. 33	Discuss + Use: I explain my thinking Workbook p. 40	Award + Target: I notice evidence of my growth Workbook p. 44	Explain/Educate: I teach someone else Workbook p. 45
Standards Block (20 min: 4 Triplets)	Writing Wk 1 Triplet 1 Editing Wk 1 Triplet 1 Writing Slides Editing Slides	Writing Wk 1 Triplet 2 Editing Wk 1 Triplet 2 Writing Slides Editing Slides	Writing Wk 1 Triplet 3 Editing Wk 1 Triplet 3 Writing Slides Editing Slides	Writing Wk 1 Triplet 4 Evidence Wk 1 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 1 Triplet 4 Evidence Wk 1 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 34	Practice accuracy check: guided partner activity. TLP p. 36	Day 3 independent application with accuracy check. Prepare Assessment	Identified strength, next step, and reflection recorded. TLP p. 40	Day 5 Exit Ticket + Module Writing Assignment. Prepare Assessment WB p. 45
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework PREPARE M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework PREPARE M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 2: Week 2

3rd Grade Weekly Pacing Guide | Match the Writing Job to the Genre | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer make the reader experience a story instead of simply hearing what happened?

Passages: "The Mystery of the Traveling Shell" (Medium Stamina, ~300 words)

TEKS: 3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii); Editing: 3.11D (i), (iii), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i), 4(B)(ii), 4(C)(i), 4(D)(ii), 4(E)(ii) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Compare basic and developed versions of the narrative. Identify what the writer added (WHAT GREW? chart). Model Growth Moves: precise actions, dialogue, internal thought. TLP p. 92 Deck Slide 1	A Attempt Craft Card Challenge: draw base card + craft card, combine them into a developed sentence. Justify why each move connects character to experience. TLP p. 93 Deck Slides	D U Discuss + Use Discuss strongest craft moves. Independent narrative with a new mystery object: genre justification, TRAILS planner, complete narrative with developed craft. TLP p. 95 Deck Slides	A T Award + Target Badge awards with evidence from the complete narrative. Set a target: slow the important moment by showing three small actions before discovery. Revise one thin sentence. TLP p. 97 Deck Slides	E Educate + Explain Placard Presentation: share narrative, name one craft move, explain its effect. Exit Ticket: developed moment, craft choice, and lasting effect. My Progress Tracker. TLP p. 98 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 88)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 88)	Reread passage for discussion and independent application. Passage text (TLP p. 88)	Reread for evidence: identify key details and connections. Passage text (TLP p. 88)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 88)
Writing* (Student Workbook)	Gather + Reveal: I compare two versions and learn the five growth moves Workbook p. 81	Attempt: NARRATIVE GROWTH LABORATORY Workbook p. 85	Discuss + Use: I explain my thinking, then write on my own Workbook p. 95	Award + Target: I notice evidence of my growth Workbook p. 98	Explain/Educate: I teach someone else Workbook p. 99
Standards Block (20 min: 4 Triplets)	Writing Wk 2 Triplet 1 Editing Wk 2 Triplet 1 Writing Slides Editing Slides	Writing Wk 2 Triplet 2 Editing Wk 2 Triplet 2 Writing Slides Editing Slides	Writing Wk 2 Triplet 3 Editing Wk 2 Triplet 3 Writing Slides Editing Slides	Writing Wk 2 Triplet 4 Evidence Wk 2 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 2 Triplet 4 Evidence Wk 2 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 92	Practice accuracy check: guided partner activity. TLP p. 93	Day 3 independent application with accuracy check. Prepare Assessment	Identified strength, next step, and reflection recorded. TLP p. 97	Day 5 Exit Ticket + Module Writing Assignment. Prepare Assessment WB p. 99
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 65) Homework PREPARE M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 66	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 66 Homework PREPARE M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 3: Week 3

3rd Grade Weekly Pacing Guide | Plan the Path Before the Draft | Getting Ready to Write

The Writing Academy, LLC
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Essential Question: How does a writer choose a clear route before drafting, so the plan matches the topic, purpose, audience, and genre?

Passages: "The Recess Question" (High Stamina)

TEKS: 3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii); Editing: 3.11D (i), (iii), (vi), (viii), (xi), (xxxii); Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i), 4(B)(ii), 4(C)(i), 4(D)(ii), 4(E)(ii) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Build curiosity about the recess decision. Read High Stamina excerpt. Reveal how one source supports several writing jobs. Model planning route: brainstorm, freewrite, map, choose. TLP p. 152 Deck Slide 1	A Attempt Genre Route Relay: collaboratively test and justify genre and planning choices in teams of 3-4. TLP p. 153 Deck Slides	D U Discuss + Use Discuss difficult genre choices. Independently plan and write Beth's-change narrative: genre justification, route plan, TRAILS planner, and developed narrative. TLP p. 155 Deck Slides	A T Award + Target Recognize evidence of preparation and narrative craft. Name and act on a precise target for planning or development. Revise one sentence. TLP p. 156 Deck Slides	E Educate + Explain PREPARE Coach: teach the prepared-writer decisions and demonstrate how the plan produced the narrative. Transfer check, exit ticket, and My Progress Tracker. TLP p. 157 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 148)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 148)	Reread passage for discussion and independent application. Passage text (TLP p. 148)	Reread for evidence: identify key details and connections. Passage text (TLP p. 148)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 148)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 114	Attempt: Genre Route Relay Workbook p. 139	Discuss + Use: Standard Workbook p. 145	Award + Target: Standard Workbook p. 148	Explain + Educate: Standard Workbook p. 150
Standards Block (20 min: 4 Triplets)	Writing Wk 3 Triplet 1 Editing Wk 3 Triplet 1 Writing Slides Editing Slides	Writing Wk 3 Triplet 2 Editing Wk 3 Triplet 2 Writing Slides Editing Slides	Writing Wk 3 Triplet 3 Editing Wk 3 Triplet 3 Writing Slides Editing Slides	Writing Wk 3 Triplet 4 Evidence Wk 3 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 3 Triplet 4 Evidence Wk 3 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 152	Practice accuracy check: guided partner activity. TLP p. 153	Day 3 independent application with accuracy check. Prepare Assessment	Identified strength, next step, and reflection recorded. TLP p. 156	Day 5 Exit Ticket + Module Writing Assignment. Prepare Assessment WB p. 150
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 125) Homework PREPARE M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 126	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 126 Homework PREPARE M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 4: Week 4

3rd Grade Weekly Pacing Guide | Choose, Justify, Draft, Revise, and Share | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a prepared writer independently choose the right genre for a writing job, develop it well, and explain the decision to another writer?

Passages: "The Recess Question" (Very High Stamina)

TEKS: 3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii); Editing: 3.11D (i), (iii), (vi), (viii), (xi), (xxxii); Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(i), 4(D)(iii), 4(F)(i), 4(B)(ii), 4(C)(i), 4(D)(ii), 4(E)(ii) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Return to the complete anchor. Reveal the full decision chain, four writing jobs, and a near-miss genre choice. Model choosing between two plausible genres. TLP p. 208 Deck Slide 1	A Attempt Genre Court: partners defend the strongest genre and test a plausible alternate. Present evidence from the passage and the writing job. TLP p. 209 Deck Slides	D U Discuss + Use Discuss what made verdicts strong. Independently complete the PREPARE evidence process: genre decision, route plan, TRAILS planner, developed narrative. TLP p. 211 Deck Slides	A T Award + Target Award evidence from the complete process. Target the next level of independence. Revise and edit one section. TLP p. 212 Deck Slides	E Educate + Explain Genre Expert Fair: teach the complete process and transfer genre selection to an unfamiliar writing job. Exit Ticket and My Progress Tracker. TLP p. 213 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 205)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 205)	Reread passage for discussion and independent application. Passage text (TLP p. 205)	Reread for evidence: identify key details and connections. Passage text (TLP p. 205)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 205)
Writing* (Student Workbook)	Gather + Reveal: I read the anchor and reveal the decision chain Workbook p. 192	Attempt: GENRE COURT Workbook p. 195	Discuss + Use: I explain my thinking Workbook p. 200	Award + Target: I notice evidence of my growth Workbook p. 204	Explain/Educate: I teach someone else Workbook p. 205
Standards Block (20 min: 4 Triplets)	Writing Wk 4 Triplet 1 Editing Wk 4 Triplet 1 Writing Slides Editing Slides	Writing Wk 4 Triplet 2 Editing Wk 4 Triplet 2 Writing Slides Editing Slides	Writing Wk 4 Triplet 3 Editing Wk 4 Triplet 3 Writing Slides Editing Slides	Writing Wk 4 Triplet 4 Evidence Wk 4 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 4 Triplet 4 Evidence Wk 4 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 208	Practice accuracy check: guided partner activity. TLP p. 209	Day 3 independent application with accuracy check. Prepare Assessment	Identified strength, next step, and reflection recorded. TLP p. 212	Day 5 Exit Ticket + Module Writing Assignment. Prepare Assessment WB p. 205
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 183) Homework PREPARE M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 184	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 184 Homework PREPARE M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 1: Week 5

3rd Grade Weekly Pacing Guide | Shaping the Prompt | Short Constructed Response (SCR)

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Essential Question: How can a writer tell exactly what a short constructed response prompt is asking before writing a single sentence?

Passages: "The Pilgrims Chose Plymouth" and "Life Along the Nile River" (Low Stamina, ~150 words)

TEKS: 3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii), 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce prompt analysis. DOT unfamiliar words in the passage. Model the three shapes: red circle (main noun), yellow box (verb), green triangle (clue word). Identify WHAT, WHY, or HOW. TLP p. 32 Deck Slide 1	A Attempt Practice three shapes with the Nile prompt. Shape Detectives partner game. Lightning Round: quick-mark three prompts and justify each shape placement. TLP p. 33 Deck Slides	D U Discuss + Use Discuss the Nile prompt. Independently mark three prompts and label their charge type (WHAT, WHY, or HOW). Write a three-sentence SCR for a shelter prompt. TLP p. 35 Deck Slides	A T Award + Target Celebrate accurate prompt analysis. Identify a next step. Record a curiosity question about prompt shapes. Revise one sentence for clarity. TLP p. 36 Deck Slides	E Educate + Explain Teach the prompt-marking habit to a partner. Exit Ticket: mark a new prompt and build a three-sentence SCR. Use the habit on an unfamiliar passage. My Progress Tracker. TLP p. 37 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I become a question detective Workbook p. 30	Attempt: SHAPE DETECTIVES Workbook p. 33	Discuss + Use: I explain my thinking Workbook p. 38	Award + Target: I notice evidence of my growth Workbook p. 42	Explain/Educate: I teach someone else Workbook p. 43
Standards Block (20 min: 4 Triplets)	Writing Wk 5 Triplet 1 Editing Wk 5 Triplet 1 Writing Slides Editing Slides	Writing Wk 5 Triplet 2 Editing Wk 5 Triplet 2 Writing Slides Editing Slides	Writing Wk 5 Triplet 3 Editing Wk 5 Triplet 3 Writing Slides Editing Slides	Writing Wk 5 Triplet 4 Evidence Wk 5 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 5 Triplet 4 Evidence Wk 5 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 32	Practice accuracy check: guided partner activity. TLP p. 33	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 36	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 43
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C1 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C1 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 2: Week 6

3rd Grade Weekly Pacing Guide | Writing a Thesis (Central Idea) | Short Constructed Response (SCR)

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Essential Question: How can a writer build a thesis (central idea) statement that answers a WHAT, WHY, or Relational HOW short constructed response prompt?

Passages: "The Pilgrims Chose Plymouth" and "Life Along the Nile River" (Medium Stamina)

TEKS: 3.11A(i), 3.11C(i), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii);
Editing: 3.11D (i), (xxxii); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Mystery Door Prompt Sort to retrieve prompt types. Model TOPIC, CHARGE, ANSWER and the three sentence structures (WHAT, WHY with subordinator, HOW with preposition). TLP p. 86 Deck Slide 1	A Attempt Thesis (central idea) Builder partner practice: mark prompt shapes, find TOPIC and CHARGE, add an ANSWER from the passage. Practice with Pilgrims and Nile prompts. TLP p. 87 Deck Slides	D U Discuss + Use Discuss how the three pieces and sentence structures work. Complete Label It, Build It, Check It independently: label prompt parts, build a thesis (central idea), verify it answers the charge. TLP p. 90 Deck Slides	A T Award + Target Celebrate a demonstrated strength in thesis (central idea) building. Identify one specific improvement. Revise the connecting word or original answer. TLP p. 91 Deck Slides	E Educate + Explain Teach the three pieces and structures to a partner. Revise and edit. Exit Ticket: build a thesis (central idea) for a new prompt. My Progress Tracker. TLP p. 92 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 83)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 83)	Reread passage for discussion and independent application. Passage text (TLP p. 83)	Reread for evidence: identify key details and connections. Passage text (TLP p. 83)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 83)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 83	Attempt: Spin, Build, and Move! Workbook p. 87	Discuss + Use: I explain my thinking Workbook p. 93	Award + Target: I notice evidence of my growth Workbook p. 97	Explain/Educate: I teach someone else Workbook p. 99
Standards Block (20 min: 4 Triplets)	Writing Wk 6 Triplet 1 Editing Wk 6 Triplet 1 Writing Slides Editing Slides	Writing Wk 6 Triplet 2 Editing Wk 6 Triplet 2 Writing Slides Editing Slides	Writing Wk 6 Triplet 3 Editing Wk 6 Triplet 3 Writing Slides Editing Slides	Writing Wk 6 Triplet 4 Evidence Wk 6 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 6 Triplet 4 Evidence Wk 6 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 86	Practice accuracy check: guided partner activity. TLP p. 87	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 91	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 99
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 61) Homework C1 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 62	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 62 Homework C1 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 3: Week 7

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3rd Grade Weekly Pacing Guide | Understanding and Selecting Strong Evidence | Short Constructed Response (SCR)

Essential Question: How can a writer choose and cite the strongest evidence from a passage to support a thesis (central idea)?

Passages: "The Pilgrims Chose Plymouth" and "Life Along the Nile River" (High Stamina)
TEKS: 3.7C; Editing: 3.11D (ix), (x), (xi); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI, HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Distinguish evidence from opinion. Reveal CSI (Connect, Support, Infer) and the quoted-evidence pattern. Model selecting a supporting quote with signal marker and punctuation. TLP p. 144 Deck Slide 1	A Attempt CSI Evidence Quest: classify and match proof during partner game. Practice identifying evidence that connects to the thesis (central idea) and supports the claim. TLP p. 145 Deck Slides	D U Discuss + Use Discuss why evidence has a job. Independently select and punctuate a quote that supports a thesis (central idea). Write the evidence sentence with signal marker. TLP p. 147 Deck Slides	A T Award + Target Celebrate purposeful evidence choices. Identify a specific next step for quoting or connecting evidence. Revise and edit one quotation. TLP p. 148 Deck Slides	E Educate + Explain Teach a partner about evidence. Revise and edit the quotation. Apply CSI to a transfer prompt with an unfamiliar passage. Exit Ticket. My Progress Tracker. TLP p. 149 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 141)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 141)	Reread passage for discussion and independent application. Passage text (TLP p. 141)	Reread for evidence: identify key details and connections. Passage text (TLP p. 141)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 141)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 116	ATTEMPT: 32 Workbook p. 144	Discuss + Use: I explain my thinking Workbook p. 151	Award + Target: I notice evidence of my growth Workbook p. 153	Explain/Educate: I teach someone else Workbook p. 155
Standards Block (20 min: 4 Triplets)	Writing Wk 7 Triplet 1 Editing Wk 7 Triplet 1 Writing Slides Editing Slides	Writing Wk 7 Triplet 2 Editing Wk 7 Triplet 2 Writing Slides Editing Slides	Writing Wk 7 Triplet 3 Editing Wk 7 Triplet 3 Writing Slides Editing Slides	Writing Wk 7 Triplet 4 Evidence Wk 7 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 7 Triplet 4 Evidence Wk 7 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 144	Practice accuracy check: guided partner activity. TLP p. 145	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 148	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 155
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 117) Homework C1 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 118	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 118 Homework C1 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 4: Week 8

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Explaining Evidence and Building the Full SCR Ladder | Short Constructed Response (SCR)

Essential Question: How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?

Passages: "The Pilgrims Chose Plymouth" and "Life Along the Nile River" (Very High Stamina)

TEKS: 3.11A(i), 3.11C(i), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii);
Editing: 3.11D (i), (xi), (xxxii); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Mystery Object Explain-It: introduce explanation. Model Definition and Story/Anecdote explanation types, the referent of "this," and the full SCR ladder (thesis, evidence, explanation). TLP p. 199 Deck Slide 1	A Attempt Evidence or Explanation Relay Race: distinguish evidence from explanation. Add an explanation sentence to a quoted evidence passage. TLP p. 201 Deck Slides	D U Discuss + Use Discuss the two bookends (definition and anecdote). Independently write both kinds of explanation in a complete SCR ladder for a passage prompt. TLP p. 202 Deck Slides	A T Award + Target Celebrate a successful explanation. Identify one precise improvement for the SCR ladder. Revise and edit the explanation sentence. TLP p. 203 Deck Slides	E Educate + Explain Teach a partner how explanation proves the thesis (central idea). Build a full SCR exit ticket. Transfer the ladder to a new prompt. My Progress Tracker. TLP p. 204 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 195)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 195)	Reread passage for discussion and independent application. Passage text (TLP p. 195)	Reread for evidence: identify key details and connections. Passage text (TLP p. 195)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 195)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 195	Attempt: Evidence or Explanation Relay Race Workbook p. 197	Discuss + Use: I explain my thinking Workbook p. 202	Award + Target: I notice what I did well and choose one next step Workbook p. 206	Explain/Educate: I teach someone else Workbook p. 207
Standards Block (20 min: 4 Triplets)	Writing Wk 8 Triplet 1 Editing Wk 8 Triplet 1 Writing Slides Editing Slides	Writing Wk 8 Triplet 2 Editing Wk 8 Triplet 2 Writing Slides Editing Slides	Writing Wk 8 Triplet 3 Editing Wk 8 Triplet 3 Writing Slides Editing Slides	Writing Wk 8 Triplet 4 Evidence Wk 8 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 8 Triplet 4 Evidence Wk 8 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 199	Practice accuracy check: guided partner activity. TLP p. 201	Day 3 independent application with accuracy check. Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 203	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 207
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 173) Homework C1 M4		Family Activity: practice the week's skill at home with a real- world connection. TLP p. 174	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 174 Homework C1 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 1: Week 9

3rd Grade Weekly Pacing Guide | TREES and Shaping the Prompt | ECR: Informational

The Writing Academy, LLC
Randi Whitney

Essential Question: How can a writer tell exactly what an extended constructed response prompt is asking before writing a single sentence?

Passages: "Laura Ingalls Wilder" and "Carmen Lomas Garza" (Low Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (i), (iii), (ix), (xi); Spiral: 3.7A–G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E), 4(F) | **Framework:** TREE, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Establish the TREE framework. Gather 3 shapes: mark the topic (red circle), charge (yellow box), and clue word (green triangle). Model ECR prompt analysis with Wilder and Garza prompts. TLP p. 32 Deck Slide 1	A Attempt BOOM BOOM GRAB: classify thesis (central idea), evidence, and explanation in a partner sorting game. Practice marking prompts with the three shapes. TLP p. 33 Deck Slides	D U Discuss + Use Discuss why prompt parts matter. Independently shape all four practice prompts: mark topic, charge, and clue word; identify the prompt type. TLP p. 35 Deck Slides	A T Award + Target Identify a demonstrated strength and set one evidence-based next step. Award prompt-shaping accuracy. Revise one sentence. TLP p. 36 Deck Slides	E Educate + Explain Teach prompt shaping to a partner. Transfer the skill to an unfamiliar Garza prompt. Turn and Teach. Exit Ticket. My Progress Tracker. TLP p. 37 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 30	Attempt: BOOM BOOM GRAB Workbook p. 33	Discuss + Use: I explain my thinking Workbook p. 36	Award + Target: I notice evidence of my growth Workbook p. 40	Explain/Educate: I teach someone else Workbook p. 41
Standards Block (20 min: 4 Triplets)	Writing Wk 9 Triplet 1 Editing Wk 9 Triplet 1 Writing Slides Editing Slides	Writing Wk 9 Triplet 2 Editing Wk 9 Triplet 2 Writing Slides Editing Slides	Writing Wk 9 Triplet 3 Editing Wk 9 Triplet 3 Writing Slides Editing Slides	Writing Wk 9 Triplet 4 Evidence Wk 9 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 9 Triplet 4 Evidence Wk 9 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 32	Practice accuracy check: guided partner activity. TLP p. 33	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 36	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 41
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C2 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C2 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 2: Week 10

3rd Grade Weekly Pacing Guide | Writing the Thesis (Central Idea) (The Trunk of the Tree) | ECR: Informational

The Writing Academy, LLC

Randi Whitney

Essential Question: How does a writer turn a prompt into a sentence that gives the reader the answer?

Passages: "Laura Ingalls Wilder" and "Carmen Lomas Garza"
(Medium Stamina)

TEKS: 3.11B(i), 3.11B(iii), 3.11C(i), 3.11C(ii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (iv), (vii), (ix), (xxiv), (xxv), (xxx); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(F), 4(C), 4(D), 4(E), 4(F) |
Framework: TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with Trunkless Tree anchor. Reveal the three thesis (central idea) parts: noun of importance, verb of importance, and original answer. Model WHY/HOW sentence structures. TLP p. 88 Deck Slide 1	A Attempt Thesis (central idea)/Prompt Memory Match: partner prompt marking, then build thesis (central idea) sentences for Wilder and Garza prompts using the three parts. TLP p. 89 Deck Slides	D U Discuss + Use Discuss why part three (original answer) must add information. Independently build thesis (central idea) sentences: find noun, find verb, add answer with correct connecting word. TLP p. 91 Deck Slides	A T Award + Target Award an evidenced strength in thesis (central idea) writing. Target one next step. Revise connecting word or original answer. Edit conventions. TLP p. 93 Deck Slides	E Educate + Explain Teach noun, verb, and original answer in order. ECR Writing Process Poem. Transfer: build a thesis (central idea) for a Wilder WHY prompt. Exit Ticket. My Progress Tracker. TLP p. 94 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 85)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 85)	Reread passage for discussion and independent application. Passage text (TLP p. 85)	Reread for evidence: identify key details and connections. Passage text (TLP p. 85)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 85)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 81	Attempt: Thesis (central idea) / Prompt Memory Match Workbook p. 85	Discuss + Use: I explain my thinking Workbook p. 90	Award + Target: I notice evidence of my growth Workbook p. 94	Explain/Educate: I teach someone else Workbook p. 95
Standards Block (20 min: 4 Triplets)	Writing Wk 10 Triplet 1 Editing Wk 10 Triplet 1 Writing Slides Editing Slides	Writing Wk 10 Triplet 2 Editing Wk 10 Triplet 2 Writing Slides Editing Slides	Writing Wk 10 Triplet 3 Editing Wk 10 Triplet 3 Writing Slides Editing Slides	Writing Wk 10 Triplet 4 Evidence Wk 10 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 10 Triplet 4 Evidence Wk 10 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 88	Practice accuracy check: guided partner activity. TLP p. 89	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 93	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 95
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 61) Homework C2 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 62	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 62 Homework C2 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 3: Week 11

3rd Grade Weekly Pacing Guide | Reason/Way (The First Branch of the Tree) | ECR: Informational

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer organize details into distinct reasons that support the thesis (central idea)?

Passages: "Laura Ingalls Wilder" and "Carmen Lomas Garza" (High Stamina)

TEKS: 3.11B(i), 3.11B(iii), 3.11C(i), 3.11C(ii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (i), (iv), (vi)-(ix), (xxiv), (xxv), (xxx), (xxxii); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(F), 4(C), 4(D), 4(E), 4(F) |
Framework: TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with Three Baskets anchor chart. Reveal how to magnify a passage for details and sort them into named baskets (distinct reasons). Model grouping details by shared meaning. TLP p. 147 Deck Slide 1	A Attempt Basket Builder: small-group sort with fourteen detail cards from both passages. Name each basket before moving to the next step. Sort by meaning, not paragraph location. TLP p. 148 Deck Slides	D U Discuss + Use Discuss why three distinct reasons are required. Independently build baskets and write reason statements that connect details to the thesis (central idea). TLP p. 150 Deck Slides	A T Award + Target Award an evidenced strength in organizing reasons. Target one next step. Revise a reason statement or its supporting detail. TLP p. 151 Deck Slides	E Educate + Explain Educate a partner on baskets and reasons. Demonstrate transfer independently. Turn and Teach. Exit Ticket. My Progress Tracker. TLP p. 152 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 143)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 143)	Reread passage for discussion and independent application. Passage text (TLP p. 143)	Reread for evidence: identify key details and connections. Passage text (TLP p. 143)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 143)
Writing* (Student Workbook)	Gather + Reveal: Build the first branch Workbook p. 137	Attempt: BASKET BUILDER Workbook p. 139	Discuss + Use: Three distinct reasons Workbook p. 142	Award + Target: Strong Branch Award Workbook p. 145	Explain/Educate: I teach reason statements Workbook p. 147
Standards Block (20 min: 4 Triplets)	Writing Wk 11 Triplet 1 Editing Wk 11 Triplet 1 Writing Slides Editing Slides	Writing Wk 11 Triplet 2 Editing Wk 11 Triplet 2 Writing Slides Editing Slides	Writing Wk 11 Triplet 3 Editing Wk 11 Triplet 3 Writing Slides Editing Slides	Writing Wk 11 Triplet 4 Evidence Wk 11 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 11 Triplet 4 Evidence Wk 11 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 147	Practice accuracy check: guided partner activity. TLP p. 148	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 151	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 147
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 119) Homework C2 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 120	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 120 Homework C2 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 4: Week 12

3rd Grade Weekly Pacing Guide | Evidence (The Second Branch of the Tree) | ECR: Informational

The Writing Academy, LLC

Randi Whitney

Essential Question: How does a writer select evidence that proves the reason it supports?

Passages: "Laura Ingalls Wilder" and "Carmen Lomas Garza"
(Very High Stamina)

TEKS: 3.11B(i), 3.11B(iii), 3.11C(i), 3.11C(ii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (iii), (v), (x), (xi); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(F), 3(G), 4(D), 4(E), 4(F) |
Framework: CSI, TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with the Evidence Branch. Reveal the difference between a claim and its proof. Introduce CSI (Connect, Support, Infer) as the habit for selecting evidence that proves a reason. TLP p. 211 Deck Slide 1	A Attempt Evidence Grab: partner matching with four reason cards and four evidence cards. Shuffle face-down; identify the original proof before keeping a pair. TLP p. 212 Deck Slides	D U Discuss + Use Discuss why evidence must prove the reason. Independently write a CSI response: connect evidence to the prompt, support the claim, infer meaning. TLP p. 214 Deck Slides	A T Award + Target Award an evidenced strength in evidence selection. Target one next step. Revise an evidence sentence or its CSI explanation. TLP p. 215 Deck Slides	E Educate + Explain Educate a partner on CSI evidence selection. Demonstrate transfer independently. Turn and Teach. Exit Ticket. My Progress Tracker. TLP p. 216 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 205)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 205)	Reread passage for discussion and independent application. Passage text (TLP p. 205)	Reread for evidence: identify key details and connections. Passage text (TLP p. 205)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 205)
Writing* (Student Workbook)	Gather + Reveal: Add the Evidence Branch Workbook p. 193	Attempt: EVIDENCE GRAB Workbook p. 195	Discuss + Use: Evidence must prove the reason Workbook p. 198	Award + Target: Strong Evidence Award Workbook p. 200	Explain/Educate: I teach CSI Workbook p. 202
Standards Block (20 min: 4 Triplets)	Writing Wk 12 Triplet 1 Editing Wk 12 Triplet 1 Writing Slides Editing Slides	Writing Wk 12 Triplet 2 Editing Wk 12 Triplet 2 Writing Slides Editing Slides	Writing Wk 12 Triplet 3 Editing Wk 12 Triplet 3 Writing Slides Editing Slides	Writing Wk 12 Triplet 4 Evidence Wk 12 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 12 Triplet 4 Evidence Wk 12 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 211	Practice accuracy check: guided partner activity. TLP p. 212	Day 3 independent application with accuracy check. Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 215	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 202
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 179) Homework C2 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 180	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 180 Homework C2 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 1: Week 13

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Prompt Analysis & Thesis (Central Idea) Writing | Extended Constructed Response (ECR) with TREES

Essential Question: How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

Passages: "Why We Need Laws" and "The Lunchroom Discoveries" (Low Stamina)

TEKS: 3.11A, 3.12B, 3.12B(i); Editing: 3.11D (i), (vi), (viii), (xxxii);
Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather ideas about problems, reveal three prompt shapes (circle nouns, box verb, triangle WHY/HOW), and model a thesis (central idea) that answers WHY. TLP p. 31 Deck Slide 2	A Attempt Modeled annotation: teacher think-aloud with thesis (central idea) and TREES chart (T=Thesis, R=Reason, E=Evidence, E=Explanation, S=Significance). TLP p. 32 Deck Slides 5-6	D U Discuss + Use Explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete central idea. TLP p. 34 Deck Slide 8	A T Award + Target Recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a conflict-grounded reason. TLP p. 35 Deck Slides 9-11	E Educate + Explain Teach the prompt-shaping habit, explain the TREES connection, and transfer the thesis (central idea)-writing skill to the drama's HOW prompt. TLP p. 36 Deck Slide 12
Reading Passage*	Read aloud the poem and drama. DOT unfamiliar words. Passage annotation (TLP p. 30)	Model annotation with TRACKS. Mark key vocabulary in both passages. Passage annotation (TLP p. 30)	Return to passages for conflict discussion and independent shaping. Passage annotation (TLP p. 30)	Reread for evidence: identify key details and connections to the thesis (central idea). Passage annotation (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 32	Attempt: SPIN AND SHAPE SHOWDOWN Workbook p. 35	Discuss + Use: I discuss what I have learned Workbook p. 38	Award + Target: I celebrate my growth and set a goal Workbook p. 42	Explain + Educate: I teach what I have learned Workbook p. 43
Standards Block (20 min: 4 Triplets)	Writing Wk 13 Triplet 1 Editing Wk 13 Triplet 1 Writing Slides Editing Slides	Writing Wk 13 Triplet 2 Editing Wk 13 Triplet 2 Writing Slides Editing Slides	Writing Wk 13 Triplet 3 Evidence Wk 13 Triplet 1 Writing Slides Evidence Slides	Writing Wk 13 Triplet 4 Evidence Wk 13 Triplet 2 Writing Slides Evidence Slides	Editing Wk 13 Triplet 3-4 Evidence Wk 13 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of prompt shapes (WHY vs HOW). TLP p. 31	Modeled annotation check; students identify thesis (central idea) matching. TLP p. 32	Day 3: independent application. Collect shaped prompt and thesis (central idea). Cluster 3 Assessment	Collect shaped prompt, thesis (central idea), underlined reason, and optional evidence. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment (transfer to drama HOW prompt). Cluster 3 Assessment WB p. 43
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C3 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C3 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 2: Week 14

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Advance Prompt Analysis | Extended Constructed Response (ECR) with TREES

Essential Question: How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

Passages: "Why We Need Laws" and "The Lunchroom Discoveries" (Medium Stamina)

TEKS: 3.11A, 3.11C, 3.12B, 3.13A, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G
ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Activate prior knowledge, introduce the exact target, connect prerequisite knowledge, model, and contrast examples and non-examples. TLP p. 85 Deck Slide 1	A Attempt Model three thesis (central idea) types: WHY Importance, WHY Reasons, and Crossover/Paired-Passage. Sort clue words into REASONS and RELATIONSHIPS columns. TLP p. 87 Deck Slides 5-7	D U Discuss + Use Sort 12 prompts by clue words into REASONS and RELATIONSHIPS. Create a two-column chart and written reflection. TLP p. 88 Deck Slides 8-10	A T Award + Target Recognize clue-word identification and sorting accuracy. Students record personal connections and complete USE notebook entries. TLP p. 89 Deck Slides 11-13	E Educate + Explain Connection Champion / Reasoning Rockstar recognition. Transfer sorting skill to new prompts. TLP p. 90 Deck Slides 14-16
Reading Passage*	Read aloud both passages at medium stamina. DOT unfamiliar words. Passage annotation (TLP p. 84)	Model annotation with TRACKS. Identify problem/solution in both texts. Passage annotation (TLP p. 84)	Return to passages for prompt sorting and analysis. Passage annotation (TLP p. 84)	Reread for evidence: compare texts. Personal connection discussion. Passage annotation (TLP p. 84)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 84)
Writing* (Student Workbook)	Gather + Reveal: I prepare the ground for my ideas Workbook p. 85	Attempt: CLUE WORD SORTING Workbook p. 89	Discuss + Use: I discuss what I have learned Workbook p. 94	Award + Target: I celebrate my growth and set a goal Workbook p. 98	Explain + Educate: I teach what I have learned Workbook p. 99
Standards Block (20 min: 4 Triplets)	Writing Wk 14 Triplet 1 Editing Wk 14 Triplet 1 Writing Slides Editing Slides	Writing Wk 14 Triplet 2 Editing Wk 14 Triplet 2 Writing Slides Editing Slides	Writing Wk 14 Triplet 3 Evidence Wk 14 Triplet 1 Writing Slides Evidence Slides	Writing Wk 14 Triplet 4 Evidence Wk 14 Triplet 2 Writing Slides Evidence Slides	Editing Wk 14 Triplet 3-4 Evidence Wk 14 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of exact target and clue words. TLP p. 85	Show one clue word at a time; students hold up REASONS or RELATIONSHIPS card. TLP p. 87	Day 3: Sorting chart and written reflection collected. Cluster 3 Assessment	USE notebook entries: clue-word sorting accuracy check. TLP p. 89	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 99
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 61) Homework C3 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 62	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 62 Homework C3 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 3: Week 15

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Magnifying Reasons for WHY Prompts | Extended Constructed Response (ECR) with TREES

Essential Question: How can brainstorming, grouping, and narrowing many reasons help us write three different topic sentences that build the body of an ECR?

Passages: "Why We Need Laws" and "The Lunchroom Discoveries" (High Stamina)

TEKS: 3.11A, 3.11C, 3.12B, 3.13A, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G
ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Collect many possibilities and reveal how three reason groups become three topic sentences that build the body of an ECR. TLP p. 142 Deck Slides 2-3	A Attempt Watch Me Build It: sort brainstormed reasons into Red (Conflict), Blue (Fairness), Green (Safety/Order) buckets. Write three topic sentences. TLP p. 143 Deck Slide 5	D U Discuss + Use Think-Sort-Shrink foldable: brainstorm many reasons, sort like-minded ideas, name one big idea for each group. TLP p. 144 Deck Slides 6-8	A T Award + Target Recognize demonstrated strength, identify a next step, and revise the three-reason body plan. TLP p. 146 Deck Slides 9-11	E Educate + Explain Teach a partner how to magnify reasons, then transfer the process to the importance of pasteurized milk. TLP p. 147 Deck Slides 12-14
Reading Passage*	Read aloud both passages at high stamina. DOT unfamiliar words. Passage annotation (TLP p. 141)	Model annotation with TRACKS. Identify reasons in both texts. Passage annotation (TLP p. 141)	Return to passages for brainstorming and sorting. Passage annotation (TLP p. 141)	Reread for evidence: identify key details to group into reasons. Passage annotation (TLP p. 141)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 141)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 114	Attempt: FLIP THE FLAP Workbook p. 143	Discuss + Use: I explain my thinking Workbook p. 148	Award + Target: I magnified my thinking Workbook p. 152	Explain/Educate: I teach a partner Workbook p. 153
Standards Block (20 min: 4 Triplets)	Writing Wk 15 Triplet 1 Editing Wk 15 Triplet 1 Writing Slides Editing Slides	Writing Wk 15 Triplet 2 Editing Wk 15 Triplet 2 Writing Slides Editing Slides	Writing Wk 15 Triplet 3 Evidence Wk 15 Triplet 1 Writing Slides Evidence Slides	Writing Wk 15 Triplet 4 Evidence Wk 15 Triplet 2 Writing Slides Evidence Slides	Editing Wk 15 Triplet 3-4 Evidence Wk 15 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of reason groups and topic sentences. TLP p. 142	Check brainstorm sorting and bucket labeling accuracy. TLP p. 143	Day 3: Collect foldable with three grouped topic sentences. Cluster 3 Assessment	Collect brainstorm, labeled groups, and all three topic sentences. TLP p. 146	Day 5 Exit Ticket + Module Writing Assignment (transfer to pasteurized milk). Cluster 3 Assessment WB p. 153
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 115) Homework C3 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 116	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 116 Homework C3 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 4: Week 16

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Matching Reasons, Evidence, and Explanations | Extended Constructed Response (ECR) with TREES

Essential Question: How can I choose evidence that matches my reason and explain how the evidence proves it?

Passages: "Why We Need Laws" and "The Lunchroom Discoveries" (Very High Stamina)

TEKS: 3.11A, 3.11C, 3.12B, 3.13A, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather students around the work of proving a reason and reveal CSI, signal markers, and a clear explanation. TLP p. 201 Deck Slides 2-3	A Attempt Watch Me Prove It: model Reason + Evidence (with signal marker) + Explanation using CSI. CSI Match-Up Mission practice. TLP p. 202 Deck Slide 6	D U Discuss + Use Discuss evidence matching via CSI. Build Your Proof: divide notebook into Reason Evidence Explanation for two entries. TLP p. 203 Deck Slides 9-10	A T Award + Target I Chose Proof With Purpose! Review reason, evidence, and explanation. Revise a weak explanation independently. TLP p. 204 Deck Slide 11	E Educate + Explain Teach a partner how to match evidence to reasons with CSI and transfer to a new prompt. TLP p. 205 Deck Slides 12-14
Reading Passage*	Read aloud both passages at very high stamina. DOT unfamiliar words. Passage annotation (TLP p. 200)	Model annotation with TRACKS and CSI. Identify quotations for evidence. Passage annotation (TLP p. 200)	Return to passages for evidence matching with CSI. Passage annotation (TLP p. 200)	Reread: compare texts. Paraphrase and explain quotes. Passage annotation (TLP p. 200)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 200)
Writing* (Student Workbook)	Gather + Reveal: I am a reason-prover Workbook p. 204	Attempt: CSI MATCH-UP MISSION Workbook p. 205	Discuss + Use: A quote is proof, but explanation turns proof into meaning Workbook p. 210	Award + Target: I chose proof with purpose Workbook p. 213	Explain/Educate: I teach the match Workbook p. 214
Standards Block (20 min: 4 Triplets)	Writing Wk 16 Triplet 1 Editing Wk 16 Triplet 1 Writing Slides Editing Slides	Writing Wk 16 Triplet 2 Editing Wk 16 Triplet 2 Writing Slides Editing Slides	Writing Wk 16 Triplet 3 Evidence Wk 16 Triplet 1 Writing Slides Evidence Slides	Writing Wk 16 Triplet 4 Evidence Wk 16 Triplet 2 Writing Slides Evidence Slides	Editing Wk 16 Triplet 3-4 Evidence Wk 16 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral justification of CSI evidence-reason match. TLP p. 201	CSI check: students point to reason, signal marker, quotation, inference. TLP p. 202	Day 3: Build Your Proof entries collected. Cluster 3 Assessment	Collect Day 3 work: evidence-based Award reflection and specific Target. TLP p. 204	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 214
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 173) Homework C3 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 174	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 174 Homework C3 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 1: Week 17

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Significant Inferencing Sentences Using MICE | Extended Constructed Response (ECR): Craft

Essential Question: How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

Passages: "Benjamin Franklin and Electricity" and "The Founding Fathers" (Low Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (i), (iii), (ix), (xi); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 2(F), 3(E), 3(F), 4(D), 4(E), 4(F) | **Framework:** MICE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Establish the ECR framework and model significant inferencing using MICE. Would you rather have a fact or a lesson? TLP p. 33 Deck Slide 1	A Attempt Model prompt shaping: circle topic (red), box charge (yellow), triangle clue word (green). Identify WHY or HOW. MICE Stack movement. TLP p. 34 Deck Slides 5-10	D U Discuss + Use Discuss what makes a significance sentence strong. Independently write the fourth sentence for three practice sets. TLP p. 36 Deck Slides 22-26	A T Award + Target Four independent prompts: red circle, yellow box, green triangle, then WHY or HOW. Score 16 points. Award + goal. TLP p. 37 Deck Slides 28-32	E Educate + Explain Review MICE work. Award strength recognition. Choose one goal: finding evidence, making a connection, or using a signal phrase. TLP p. 38 Deck Slides 31-32
Reading Passage*	Read aloud both passages. DOT unfamiliar words. Passage annotation (TLP p. 32)	Model annotation with TRACKS. Mark key vocabulary. Passage annotation (TLP p. 32)	Return to passages for discussion and independent practice. Passage annotation (TLP p. 32)	Reread for evidence: identify key details and connections. Passage annotation (TLP p. 32)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 32)
Writing* (Student Workbook)	Gather + Reveal: Would you rather have a fact or a lesson? A fact stays on the page, but a lesson go Workbook p. 30	Attempt: BOOM BOOM GRAB Workbook p. 31	Discuss + Use: Question Workbook p. 34	Award + Target: 1. Award Workbook p. 37	Explain + Educate: Teach your partner how you combine Evidence I Found with Connection I Have to cre Workbook p. 38
Standards Block (20 min: 4 Triplets)	Writing Wk 17 Triplet 1 Editing Wk 17 Triplet 1 Writing Slides Editing Slides	Writing Wk 17 Triplet 2 Editing Wk 17 Triplet 2 Writing Slides Editing Slides	Writing Wk 17 Triplet 3 Evidence Wk 17 Triplet 1 Writing Slides Evidence Slides	Writing Wk 17 Triplet 4 Evidence Wk 17 Triplet 2 Writing Slides Evidence Slides	Editing Wk 17 Triplet 3-4 Evidence Wk 17 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 33	Modeled annotation check; students identify evidence and explanation. TLP p. 34	Day 3: independent application accuracy check. Cluster 4 Assessment	Collect student work: Award reflection and specific Target. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 38
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 7) Homework C4 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C4 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 2: Week 18

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Significance Sentences for HOW Prompts Using MICE | Extended Constructed Response (ECR): Craft

Essential Question: How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?

Passages: "Benjamin Franklin and Electricity" and "The Founding Fathers" (Medium Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.11C(i), 3.11C(ii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (iv), (vii), (ix), (xxiv), (xxv), (xxx); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 2(F), 3(E), 3(F), 4(D), 4(E), 4(F) | **Framework:** MICE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with Stepping Stones hook. Reveal the HOW thesis (central idea) structure using prepositions. Model a body paragraph with MICE significance. TLP p. 92 Deck Slide 1	A Attempt Modeled thesis (central idea): Franklin's invention helps protect buildings from lightning by guiding electricity safely into the ground. Connect to MICE. TLP p. 93 Deck Slides 7-12	D U Discuss + Use Match 8 prompt-and-thesis cards: identify topic, charge, clue word, answer type. Partner Prompt-Shaping Game with scoring. TLP p. 95 Deck Slides 15-25	A T Award + Target Draw the pathway and recognize a text-supported original answer. Choose one goal: evidence, connection, signal phrase, or inference. TLP p. 97 Deck Slides 35-36	E Educate + Explain Teach a partner the HOW pathway. Transfer significance-sentence skill to a new prompt about the Founding Fathers. TLP p. 97 Deck Slides 35-36
Reading Passage*	Read aloud both passages. DOT unfamiliar words. Passage annotation (TLP p. 91)	Model annotation with TRACKS. Mark key vocabulary. Passage annotation (TLP p. 91)	Return to passages for discussion and independent practice. Passage annotation (TLP p. 91)	Reread for evidence: identify key details and connections. Passage annotation (TLP p. 91)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 91)
Writing* (Student Workbook)	Gather + Reveal: DAY 1 Gather + Reveal 15 MINUTES Workbook p. 78	Attempt: THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH Workbook p. 79	Discuss + Use: DAY 3 Discuss + Use 15 MINUTES: HOW thinking and WHY thinking Workbook p. 82	Award + Target: DAY 4 Award + Target 15 MINUTES: Strong Pathway Award Workbook p. 85	Explain + Educate: DAY 5 Explain + Educate 15 MINUTES: I teach the pathway Workbook p. 86
Standards Block (20 min: 4 Triplets)	Writing Wk 18 Triplet 1 Editing Wk 18 Triplet 1 Writing Slides Editing Slides	Writing Wk 18 Triplet 2 Editing Wk 18 Triplet 2 Writing Slides Editing Slides	Writing Wk 18 Triplet 3 Evidence Wk 18 Triplet 1 Writing Slides Evidence Slides	Writing Wk 18 Triplet 4 Evidence Wk 18 Triplet 2 Writing Slides Evidence Slides	Editing Wk 18 Triplet 3-4 Evidence Wk 18 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 92	Modeled annotation check; students identify evidence and explanation. TLP p. 93	Day 3: independent application accuracy check. Cluster 4 Assessment	Collect student work: Award reflection and specific Target. TLP p. 97	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 86
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 65) Homework C4 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 66	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 66 Homework C4 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 3: Week 19

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Getting SET with the Statement of Purpose | Extended Constructed Response (ECR): Craft

Essential Question: How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?

Passages: "Benjamin Franklin and Electricity" and "The Founding Fathers" (High Stamina)

TEKS: 3.11B(i), 3.11B(iii), 3.11C(i), 3.11C(ii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (i), (iv), (vi)-(ix), (xxiv), (xxv), (xxx), (xxxii); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 2(F), 3(E), 3(F), 4(D), 4(E), 4(F) | **Framework:** GET SET, MICE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with GET SET anchor chart. Reveal how to distinguish a broad Statement of Purpose from a specific thesis (central idea). TLP p. 155 Deck Slide 1	A Attempt Modeled Statement Sort: sort five statements into Broad and Specific categories. Explain scope differences. TLP p. 156 Deck Slides 7-12	D U Discuss + Use Sort 16+ statement cards independently into Broad vs. Specific. Write two independent Statements of Purpose. TLP p. 158 Deck Slides 22-26	A T Award + Target Score independent SET openings (3 pts per prompt, 6 total). Award + evidence-based target + revision. TLP p. 160 Deck Slides 28-31	E Educate + Explain Turn and Teach: broad statement, specific thesis (central idea), transition word, supporting detail. Exit ticket. TLP p. 161 Deck Slides 38
Reading Passage*	Read aloud both passages. DOT unfamiliar words. Passage annotation (TLP p. 154)	Model annotation with TRACKS. Mark key vocabulary. Passage annotation (TLP p. 154)	Return to passages for discussion and independent practice. Passage annotation (TLP p. 154)	Reread for evidence: identify key details and connections. Passage annotation (TLP p. 154)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 154)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 102	Attempt: On Your Mark, Get SET, Sort Workbook p. 131	Discuss + Use 15 MINUTES: 3.11B(i) : Workbook p. 140	Award + Target 15 MINUTES: 3.12B : Workbook p. 143	Explain + Educate 15 MINUTES: 3.11B(i) : Workbook p. 145
Standards Block (20 min: 4 Triplets)	Writing Wk 19 Triplet 1 Editing Wk 19 Triplet 1 Writing Slides Editing Slides	Writing Wk 19 Triplet 2 Editing Wk 19 Triplet 2 Writing Slides Editing Slides	Writing Wk 19 Triplet 3 Evidence Wk 19 Triplet 1 Writing Slides Evidence Slides	Writing Wk 19 Triplet 4 Evidence Wk 19 Triplet 2 Writing Slides Evidence Slides	Editing Wk 19 Triplet 3-4 Evidence Wk 19 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 155	Modeled annotation check; students identify evidence and explanation. TLP p. 156	Day 3: independent application accuracy check. Cluster 4 Assessment	Collect student work: Award reflection and specific Target. TLP p. 160	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 145
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 125) Homework C4 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 126	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 126 Homework C4 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 4: Week 20

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | The Yellow Sentence (Evidentiary Transition) | Extended Constructed Response (ECR): Craft

Essential Question: How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

Passages: "Benjamin Franklin and Electricity" and "The Founding Fathers" (Very High Stamina)

TEKS: 3.11B(i), 3.11B(iii), 3.11C(i), 3.11C(ii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Editing: 3.11D (iii), (v), (x), (xi); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 2(F), 3(E), 3(F), 4(D), 4(E), 4(F) | **Framework:** GET SET, MICE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with GET SET introduction. Reveal the difference between listing support and collectively referring to it. Introduce the yellow Evidentiary Transition. TLP p. 222 Deck Slide 1	A Attempt Model evidence selection: grouped vs. listed. Show why grouped collective phrase is smoother. Connect evidence to GET SET anchor chart. TLP p. 223 Deck Slides 7-9	D U Discuss + Use Discuss why the yellow Evidentiary Transition must group support. Use GET SET structure independently for two prompts. TLP p. 225 Deck Slides 22-26	A T Award + Target Strong Transition Award: students identify exact words that group support. Score independent GET SET responses. TLP p. 226 Deck Slides 31-34	E Educate + Explain Turn and Teach: identify yellow Evidentiary Transition. Explain how grouping creates a polished bridge. Exit ticket. TLP p. 227 Deck Slides 35-36
Reading Passage*	Read aloud both passages. DOT unfamiliar words. Passage annotation (TLP p. 221)	Model annotation with TRACKS. Mark key vocabulary. Passage annotation (TLP p. 221)	Return to passages for discussion and independent practice. Passage annotation (TLP p. 221)	Reread for evidence: identify key details and connections. Passage annotation (TLP p. 221)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 221)
Writing* (Student Workbook)	Gather + Reveal: Stand tall like a bridge. A strong writer does not jump from a broad opening straight Workbook p. 190	Attempt: EVIDENCE GRAB Workbook p. 191	Discuss + Use: Discuss Workbook p. 194	Award + Target: 1. Award Workbook p. 197	Explain + Educate: Turn and Teach Workbook p. 199
Standards Block (20 min: 4 Triplets)	Writing Wk 20 Triplet 1 Editing Wk 20 Triplet 1 Writing Slides Editing Slides	Writing Wk 20 Triplet 2 Editing Wk 20 Triplet 2 Writing Slides Editing Slides	Writing Wk 20 Triplet 3 Evidence Wk 20 Triplet 1 Writing Slides Evidence Slides	Writing Wk 20 Triplet 4 Evidence Wk 20 Triplet 2 Writing Slides Evidence Slides	Editing Wk 20 Triplet 3-4 Evidence Wk 20 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 222	Modeled annotation check; students identify evidence and explanation. TLP p. 223	Day 3: independent application accuracy check. Cluster 4 Assessment	Collect student work: Award reflection and specific Target. TLP p. 226	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 199
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 189) Homework C4 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 190	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 190 Homework C4 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 1: Week 21

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Paired Passage Responses: Connecting Two Texts | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can a writer connect two informational passages into one clear, well-supported answer?

Passages: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Low Stamina)

TEKS: 3.11B(iii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 3(E), 3(F), 4(C)(ii), 4(D), 4(E), 4(F)(i) |
Framework: GET SET, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Preview both biographies and the Linear Plot Line. One answer = two texts. GET SET introduction: blue statement of purpose, yellow bridge, green thesis (central idea). TLP p. 29 Deck Slide 2	A Attempt Reveal paired-passage HABIT. Track problem, action, solution, and impact in each biography. Model GET SET color code. TLP p. 29 Deck Slides 3-5	D U Discuss + Use Partners sort evidence cards into Ford and Walton, choose a reason that fits BOTH, and write a connection sentence. TLP p. 30 Deck Slides 6-8	A T Award + Target Revise a response that names only one passage: add shared thesis (central idea), one Ford detail, one Walton detail, and a connection sentence. TLP p. 30 Deck Slides 9-10	E Educate + Explain Teach a partner the Paired Passage HABIT: use both texts, include one detail from each, and connect the ideas in one sentence. TLP p. 31 Deck Slides 11-13
Reading Passage*	Read aloud both biographies. DOT unfamiliar words. Passage annotation (TLP p. 28)	Model annotation with TRACKS and Linear Plot Line. Passage annotation (TLP p. 28)	Return to passages for paired-passage analysis. Passage annotation (TLP p. 28)	Reread for evidence: identify details from both texts. Passage annotation (TLP p. 28)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 28)
Writing* (Student Workbook)	Gather + Reveal: I preview both passages and learn the Linear Plot Line Workbook p. 30	Attempt: DOUBLE TRACK CHALLENGE Workbook p. 33	Discuss + Use: I compare ideas and write an independent response Workbook p. 36	Award + Target: I celebrate my evidence use and revise for clarity Workbook p. 39	Explain / Educate: I teach the HABIT and complete my response Workbook p. 41
Standards Block (20 min: 4 Triplets)	Writing Wk 21 Triplet 1 Editing Wk 21 Triplet 1 Writing Slides Editing Slides	Writing Wk 21 Triplet 2 Editing Wk 21 Triplet 2 Writing Slides Editing Slides	Writing Wk 21 Triplet 3 Evidence Wk 21 Triplet 1 Writing Slides Evidence Slides	Writing Wk 21 Triplet 4 Evidence Wk 21 Triplet 2 Writing Slides Evidence Slides	Editing Wk 21 Triplet 3-4 Evidence Wk 21 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 29	Partner task check: both texts used, evidence selected. TLP p. 29	Day 3: independent application accuracy check. Cluster 5 Assessment	Collect student work: Award reflection and specific Target. TLP p. 30	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 41
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 6) Homework C5 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 7	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 7 Homework C5 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 2: Week 22

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Paired Passage HOW Prompts: Similarities and Differences | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can a writer explain the way two passages are similar or different, using evidence from both texts?

Passages: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Medium Stamina)

TEKS: 3.11B(ii), 3.11B(iii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii);
Spiral: 3.7A-G

ELPS: 1(E), 2(E), 3(E), 3(F), 4(C)(ii), 4(D), 4(E), 4(F)(i) |
Framework: GET SET, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Review paired-passage HABIT. Reveal HOW similarity (shared path) and HOW difference (split path). Model Linear Plot Line across both biographies. TLP p. 69 Deck Slide 2	A Attempt Model HOW similarity and HOW difference thesis (central idea). GET SET color model. Similarity/difference hand motions. TLP p. 70 Deck Slides 5-8	D U Discuss + Use Explain how a HOW similarity prompt differs from a HOW difference prompt. Build a Fold-and-Build response independently. TLP p. 71 Deck Slides 9-12	A T Award + Target Celebrate precise paired-passage thinking. Set a next-step goal for evidence or explanation. Use module vocabulary. TLP p. 72 Deck Slides 13-15	E Educate + Explain Teach a partner what a HOW similarity prompt asks, what a HOW difference prompt asks, and why both answers need both texts. TLP p. 73 Deck Slides 16-18
Reading Passage*	Read aloud both biographies. DOT unfamiliar words. Passage annotation (TLP p. 66)	Model annotation with TRACKS and Linear Plot Line. Passage annotation (TLP p. 66)	Return to passages for paired-passage analysis. Passage annotation (TLP p. 66)	Reread for evidence: identify details from both texts. Passage annotation (TLP p. 66)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 66)
Writing* (Student Workbook)	Gather + Reveal: 3.12B(i) : Workbook p. 83	Attempt: Crossroads Compare Quest Workbook p. 87	Discuss + Use: 3.12B(iii) : Workbook p. 91	Award + Target: 3.12B(iii) : Workbook p. 93	Explain + Educate: 3.12B(i) : Workbook p. 95
Standards Block (20 min: 4 Triplets)	Writing Wk 22 Triplet 1 Editing Wk 22 Triplet 1 Writing Slides Editing Slides	Writing Wk 22 Triplet 2 Editing Wk 22 Triplet 2 Writing Slides Editing Slides	Writing Wk 22 Triplet 3 Evidence Wk 22 Triplet 1 Writing Slides Evidence Slides	Writing Wk 22 Triplet 4 Evidence Wk 22 Triplet 2 Writing Slides Evidence Slides	Editing Wk 22 Triplet 3-4 Evidence Wk 22 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 69	Partner task check: both texts used, evidence selected. TLP p. 70	Day 3: independent application accuracy check. Cluster 5 Assessment	Collect student work: Award reflection and specific Target. TLP p. 72	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 95
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 50) Homework C5 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 51	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 51 Homework C5 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 3: Week 23

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Conclusion Paragraph with R1, R2, R3: The Bluebird Moment | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can a writer end a paired-passages paper with a strong RRR conclusion that restates, refers, and reflects?

Passages: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (High Stamina)

TEKS: 3.11B(ii), 3.11B(iii), 3.12B(i), 3.12B(ii), 3.12B(iii); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 3(E), 3(F), 4(C)(ii), 4(D), 4(E), 4(F)(i) | **Framework:** R1, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the two-text habit and reveal how GET SET and RRR mirror each other. One Answer, Two Texts. TLP p. 117 Deck Slide 2	A Attempt Bluebird Landing Race: partners draw R1, R2, or R3 card, then build the sentence using Ford and Walton evidence organizer. TLP p. 118 Deck Slides 4	D U Discuss + Use HOW Similarity or HOW Difference? Write the Landing: use prompt, both biographies, one detail from each, and three RRR jobs. TLP p. 119 Deck Slides 5-6	A T Award + Target Take a Step Forward if conclusion uses both texts, has all three jobs, and leaves the reader with a big idea. Revise weak conclusion. TLP p. 120 Deck Slides 7	E Educate + Explain Teach a partner the RRR conclusion. Identify green, yellow, and blue jobs. Exit ticket. TLP p. 120 Deck Slides 7-8
Reading Passage*	Read aloud both biographies. DOT unfamiliar words. Passage annotation (TLP p. 111)	Model annotation with TRACKS and Linear Plot Line. Passage annotation (TLP p. 111)	Return to passages for paired-passage analysis. Passage annotation (TLP p. 111)	Reread for evidence: identify details from both texts. Passage annotation (TLP p. 111)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 111)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 110	Attempt: BLUEBIRD LANDING RACE Workbook p. 139	Discuss + Use: Whole Class, Then Independent 15 MINUTES TEKS 3.11B(iii) + 3.12B(i) Workbook p. 143	Award + Target: Whole Class, Then Independent 15 MINUTES TEKS 3.12B(iii) + 3.11B(ii) Workbook p. 145	Explain/Educate: Partners 15 MINUTES TEKS 3.12B(i) + 3.11B(iii) Turn and Teach Workbook p. 147
Standards Block (20 min: 4 Triplets)	Writing Wk 23 Triplet 1 Editing Wk 23 Triplet 1 Writing Slides Editing Slides	Writing Wk 23 Triplet 2 Editing Wk 23 Triplet 2 Writing Slides Editing Slides	Writing Wk 23 Triplet 3 Evidence Wk 23 Triplet 1 Writing Slides Evidence Slides	Writing Wk 23 Triplet 4 Evidence Wk 23 Triplet 2 Writing Slides Evidence Slides	Editing Wk 23 Triplet 3-4 Evidence Wk 23 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 117	Partner task check: both texts used, evidence selected. TLP p. 118	Day 3: independent application accuracy check. Cluster 5 Assessment	Collect student work: Award reflection and specific Target. TLP p. 120	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 147
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 95) Homework C5 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 96	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 96 Homework C5 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 4: Week 24

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Color-Coding the Full ECR Paper | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can a writer use color-coding to see that every sentence in an ECR paper has a specific job?

Passages: "Henry Ford: Visionary of Travel" and "Sam Walton: Visionary of Retail" (Very High Stamina)

TEKS: 3.11B(ii), 3.11B(iii), 3.12B(i), 3.12B(ii), 3.12B(iii); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 3(E), 3(F), 4(C)(ii), 4(D), 4(E), 4(F)(i) | **Framework:** GET SET, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather both-text evidence and reveal the full ECR color code. Preview Linear Plot Line: Problem, Action, Solution, Impact. TLP p. 164 Deck Slide 2	A Attempt Model the full ECR paper with color-coded sentences: GET SET (blue/yellow/green) + body + RRR conclusion. TLP p. 164 Deck Slides 3-5	D U Discuss + Use Independently color-code each sentence in a sample ECR paper. Identify the job of each color. TLP p. 165 Deck Slides 6-8	A T Award + Target Review color-coded paper. Identify missing or mismatched colors. Set a next-step goal. TLP p. 166 Deck Slides 9-10	E Educate + Explain Teach a partner the color-coding system. Transfer to a new prompt. Exit ticket. TLP p. 167 Deck Slides 11-13
Reading Passage*	Read aloud both biographies. DOT unfamiliar words. Passage annotation (TLP p. 163)	Model annotation with TRACKS and Linear Plot Line. Passage annotation (TLP p. 163)	Return to passages for paired-passage analysis. Passage annotation (TLP p. 163)	Reread for evidence: identify details from both texts. Passage annotation (TLP p. 163)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 163)
Writing* (Student Workbook)	Gather + Reveal: One Answer, Two Texts Workbook p. 192	Attempt: COLOR CODE CAPTURE Workbook p. 195	Discuss + Use: The Mirror Pattern Workbook p. 200	Award + Target: See the structure Workbook p. 202	Explain/Educate: Turn and Teach Workbook p. 204
Standards Block (20 min: 4 Triplets)	Writing Wk 24 Triplet 1 Editing Wk 24 Triplet 1 Writing Slides Editing Slides	Writing Wk 24 Triplet 2 Editing Wk 24 Triplet 2 Writing Slides Editing Slides	Writing Wk 24 Triplet 3 Evidence Wk 24 Triplet 1 Writing Slides Evidence Slides	Writing Wk 24 Triplet 4 Evidence Wk 24 Triplet 2 Writing Slides Evidence Slides	Editing Wk 24 Triplet 3-4 Evidence Wk 24 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 164	Partner task check: both texts used, evidence selected. TLP p. 164	Day 3: independent application accuracy check. Cluster 5 Assessment	Collect student work: Award reflection and specific Target. TLP p. 166	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 204
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 141) Homework C5 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 142	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 142 Homework C5 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 1: Week 25

3rd Grade Weekly Pacing Guide | Writing Claims for Argumentative Prompts | ECR: Argumentative

The Writing Academy, LLC
Randi Whitney

Essential Question: How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

Passages: "Crash" and "The Good Citizen" (Low Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C, 3.12C(i), 3.12C(ii), 3.12D(i); Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 4(C)(ii), 4(D)(i)-(iii), 4(E)(i)-(ii), 4(F)(i) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce argument path. TLP p. 29 Deck Slide 1	A Attempt Play Spin and Shape Showdown: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea). TLP p. 30	D U Discuss + Use Discuss the narrative's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason. TLP p. 30	A T Award + Target Recognize accurate shaping and a matching thesis (central idea); revise "Amina was honest" using the conflict and set a next step. TLP p. 31	E Educate + Explain Teach a partner prompt shaping and argument path; shape the Maya HOW exit ticket and write a thesis (central idea) with the way underlined. TLP p. 32
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 26)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 26)	Return to passages for discussion and independent practice. Passage text (TLP p. 26)	Reread for evidence: identify key details and connections. Passage text (TLP p. 26)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 26)
Writing* (Student Workbook)	Gather + Reveal: I build the foundation of my argument Workbook p. 30	Attempt: SPIN AND SHAPE SHOWDOWN Workbook p. 35	Discuss + Use: I explain my thinking Workbook p. 39	Award + Target: I notice evidence of my growth Workbook p. 43	Explain/Educate: I teach someone else Workbook p. 45
Standards Block (20 min: 4 Triplets)	Writing Wk 25 Triplet 1 Editing Wk 25 Triplet 1 Writing Slides Editing Slides	Writing Wk 25 Triplet 2 Editing Wk 25 Triplet 2 Writing Slides Editing Slides	Writing Wk 25 Triplet 3 Evidence Wk 25 Triplet 1 Writing Slides Evidence Slides	Writing Wk 25 Triplet 4 Evidence Wk 25 Triplet 2 Writing Slides Evidence Slides	Editing Wk 25 Triplet 3-4 Evidence Wk 25 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 29	Practice accuracy check; guided application review. TLP p. 30	Day 3 Practice: independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 31	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 45
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 4) Homework C6 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 5	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 5 Homework C6 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 2: Week 26

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Supporting Claims with Reasons Through the Magnifying Process | ECR: Argumentative

Essential Question: How can a writer use the Magnifying Process to build three strong, different reasons that support a claim?

Passages: "Crash" and "The Good Citizen" (Medium Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii); Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 4(C)(ii), 4(D)(i)-(iii), 4(E)(i)-(ii), 4(F)(i) | **Framework:** CREATURES, HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce HABIT and model the four layers. TLP p. 75 Deck Slide 1	A Attempt Brainstorm, sort, narrow, and choose three reasons. TLP p. 75	D U Discuss + Use Match evidence to reasons. TLP p. 76	A T Award + Target Celebrate strong reasons and set a target. TLP p. 76	E Educate + Explain Teach the process and transfer it to Maya. TLP p. 77
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 71)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 71)	Return to passages for discussion and independent practice. Passage text (TLP p. 71)	Reread for evidence: identify key details and connections. Passage text (TLP p. 71)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 71)
Writing* (Student Workbook)	Gather + Reveal: Declare the WHY Workbook p. 86	Attempt: REASON BUCKETS BLITZ Workbook p. 89	Discuss + Use: Strong reasons stand apart Workbook p. 93	Award + Target: Strong Reason Award Workbook p. 95	Explain/Educate: Turn and Teach Workbook p. 97
Standards Block (20 min: 4 Triplets)	Writing Wk 26 Triplet 1 Editing Wk 26 Triplet 1 Writing Slides Editing Slides	Writing Wk 26 Triplet 2 Editing Wk 26 Triplet 2 Writing Slides Editing Slides	Writing Wk 26 Triplet 3 Evidence Wk 26 Triplet 1 Writing Slides Evidence Slides	Writing Wk 26 Triplet 4 Evidence Wk 26 Triplet 2 Writing Slides Evidence Slides	Editing Wk 26 Triplet 3-4 Evidence Wk 26 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 75	Practice accuracy check; guided application review. TLP p. 75	Day 3 Practice: independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 76	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 97
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 55) Homework C6 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 56	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 56 Homework C6 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

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Cluster 6, Module 3: Week 27

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Completing the Argumentative Paper with CREATURES | ECR: Argumentative

Essential Question: How can a writer combine all the parts of an argument into one complete, convincing paper?

Passages: "Crash" and "The Good Citizen" (High Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii); Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 4(C)(ii), 4(D)(i)-(iii), 4(E)(i)-(ii), 4(F)(i) | **Framework:** CREATURES, HABIT

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce CREATURES and model Amina. TLP p. 118 Deck Slide 1	A Attempt Assemble the card argument. TLP p. 118	D U Discuss + Use Discuss connections and draft. TLP p. 119	A T Award + Target Recognize and revise. TLP p. 119	E Educate + Explain Teach the skill and complete the transfer. TLP p. 120
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 116)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 116)	Return to passages for discussion and independent practice. Passage text (TLP p. 116)	Reread for evidence: identify key details and connections. Passage text (TLP p. 116)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 116)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 114	Attempt: BUILD-A-CREATURE Workbook p. 153	Discuss + Use: Evidence, thinking, and order Workbook p. 158	Award + Target: Recognize and revise Workbook p. 160	Explain/Educate: Turn and Teach Workbook p. 161
Standards Block (20 min: 4 Triplets)	Writing Wk 27 Triplet 1 Editing Wk 27 Triplet 1 Writing Slides Editing Slides	Writing Wk 27 Triplet 2 Editing Wk 27 Triplet 2 Writing Slides Editing Slides	Writing Wk 27 Triplet 3 Evidence Wk 27 Triplet 1 Writing Slides Evidence Slides	Writing Wk 27 Triplet 4 Evidence Wk 27 Triplet 2 Writing Slides Evidence Slides	Editing Wk 27 Triplet 3-4 Evidence Wk 27 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 118	Practice accuracy check; guided application review. TLP p. 118	Day 3 Practice: independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 119	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 161
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 94) Homework C6 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 95	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 95 Homework C6 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

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Cluster 6, Module 4: Week 28

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Argumentative Correspondence: The Persuasive Letter | ECR: Argumentative

Essential Question: How can a writer deliver an argument to a specific audience through a persuasive letter?

Passages: "Crash" and "The Good Citizen" (Very High Stamina) **TEKS:** 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii), 3.12D(i); Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 4(C)(ii), 4(D)(i)-(iii), 4(E)(i)-(ii), 4(F)(i) | **Framework:** RRR, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Hook on a real reader; introduce the letter parts; model SET and the claim. TLP p. 164 Deck Slide 1	A Attempt Build-A-Letter Lab: assemble an argumentative letter from its parts. TLP p. 165	D U Discuss + Use Discuss audience and write a full argumentative letter independently. TLP p. 166	A T Award + Target Celebrate delivery of the argument and set an audience-focused goal. TLP p. 166	E Educate + Explain Teach a partner the parts of a persuasive letter and complete the transfer. TLP p. 167
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 157)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 157)	Return to passages for discussion and independent practice. Passage text (TLP p. 157)	Reread for evidence: identify key details and connections. Passage text (TLP p. 157)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 157)
Writing* (Student Workbook)	Gather + Reveal: A reader and an argument Workbook p. 208	Attempt: BUILD-A-LETTER LAB Workbook p. 211	Discuss + Use: Audience and craft Workbook p. 214	Award + Target: The moment we delivered it Workbook p. 216	Explain/Educate: Turn and Teach Workbook p. 218
Standards Block (20 min: 4 Triplets)	Writing Wk 28 Triplet 1 Editing Wk 28 Triplet 1 Writing Slides Editing Slides	Writing Wk 28 Triplet 2 Editing Wk 28 Triplet 2 Writing Slides Editing Slides	Writing Wk 28 Triplet 3 Evidence Wk 28 Triplet 1 Writing Slides Evidence Slides	Writing Wk 28 Triplet 4 Evidence Wk 28 Triplet 2 Writing Slides Evidence Slides	Editing Wk 28 Triplet 3-4 Evidence Wk 28 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 164	Practice accuracy check; guided application review. TLP p. 165	Day 3 Practice: independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 166	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 218
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 139) Homework C6 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 140	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 140 Homework C6 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 1: Week 29

3rd Grade Weekly Pacing Guide | Entering the Experience: Reading Poems That Inspire | Poetry and Narrative

The Writing Academy, LLC
Randi Whitney

Essential Question: How can words, dreams, and acts of service inspire people to make a positive difference?

Passages: "MLK: A Dream Can Grow" and "What Will You Give?" (Low Stamina)

TEKS: 3.12B; Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Meet Dr. King and President Kennedy; read the two poems; reveal Lines and Layout and Emotion and Experience. TLP p. 26 Deck Slide 1	A Attempt Poem Parts Detective: find and sort LEAVES features in the two poems. TLP p. 27	D U Discuss + Use Discuss layout and emotion, then write an original four-line stanza. TLP p. 28	A T Award + Target Award evidence of poetry learning and identify a next goal. TLP p. 28	E Educate + Explain Teach a partner what Lines and Layout and Emotion and Experience look like in a poem. TLP p. 29
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 24)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 24)	Return to passages for discussion and independent practice. Passage text (TLP p. 24)	Reread for evidence: identify key details and connections. Passage text (TLP p. 24)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 24)
Writing* (Student Workbook)	Gather + Reveal: How a poem is built Workbook p. 29	Attempt: POEM PARTS DETECTIVE Workbook p. 31	Discuss + Use: Layout and emotion work as a team Workbook p. 36	Award + Target: Evidence of my learning Workbook p. 38	Explain/Educate: Turn and Teach Workbook p. 39
Standards Block (20 min: 4 Triplets)	Writing Wk 29 Triplet 1 Editing Wk 29 Triplet 1 Writing Slides Editing Slides	Writing Wk 29 Triplet 2 Editing Wk 29 Triplet 2 Writing Slides Editing Slides	Writing Wk 29 Triplet 3 Evidence Wk 29 Triplet 1 Writing Slides Evidence Slides	Writing Wk 29 Triplet 4 Evidence Wk 29 Triplet 2 Writing Slides Evidence Slides	Editing Wk 29 Triplet 3-4 Evidence Wk 29 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 26	Practice accuracy check; guided application review. TLP p. 27	Day 3 Practice: independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 28	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 39
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 3) Homework C7 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 4	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 4 Homework C7 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 2: Week 30

3rd Grade Weekly Pacing Guide | Whose Voice? Emotion, Experience, and the Speaker | Poetry and Narrative

The Writing Academy, LLC
Randi Whitney

Essential Question: How can words, dreams, and acts of service inspire people to make a positive difference?

Passages: "MLK: A Dream Can Grow" and "What Will You Give?" (Medium Stamina)

TEKS: 3.12B; Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Meet Dr. King and President Kennedy; read the two poems; reveal Emotion and Experience and Voice. TLP p. 73 Deck Slide 1	A Attempt Poem Parts Detective: find and sort LEAVES features in the two poems. TLP p. 74	D U Discuss + Use Discuss layout and emotion, then write an original four-line stanza. TLP p. 75	A T Award + Target Award evidence of poetry learning and identify a next goal. TLP p. 76	E Educate + Explain Teach a partner what Emotion and Experience and Voice look like in a poem. TLP p. 76
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 70)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 70)	Return to passages for discussion and independent practice. Passage text (TLP p. 70)	Reread for evidence: identify key details and connections. Passage text (TLP p. 70)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 70)
Writing* (Student Workbook)	Gather + Reveal: Who is speaking? Workbook p. 78	Attempt: WHOSE VOICE? Workbook p. 79	Discuss + Use: Voice changes what you receive Workbook p. 84	Award + Target: Evidence of my learning Workbook p. 86	Explain/Educate: Turn and Teach Workbook p. 87
Standards Block (20 min: 4 Triplets)	Writing Wk 30 Triplet 1 Editing Wk 30 Triplet 1 Writing Slides Editing Slides	Writing Wk 30 Triplet 2 Editing Wk 30 Triplet 2 Writing Slides Editing Slides	Writing Wk 30 Triplet 3 Evidence Wk 30 Triplet 1 Writing Slides Evidence Slides	Writing Wk 30 Triplet 4 Evidence Wk 30 Triplet 2 Writing Slides Evidence Slides	Editing Wk 30 Triplet 3-4 Evidence Wk 30 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 73	Practice accuracy check; guided application review. TLP p. 74	Day 3 Practice: independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 76	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 87
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 49) Homework C7 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 50	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 50 Homework C7 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 3: Week 31

3rd Grade Weekly Pacing Guide | The Moment That Stays: Artistic Language and Sound | Poetry and Narrative

The Writing Academy, LLC
Randi Whitney

Essential Question: How can words, dreams, and acts of service inspire people to make a positive difference?

Passages: "MLK: A Dream Can Grow" and "What Will You Give?" (High Stamina)

TEKS: 3.12B; Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Reread the richer poems; reveal Artistic Language and Echo and Sound. TLP p. 122 Deck Slide 1	A Attempt Poetry Craft Lab: match Craft to Example to Effect, then explain why. TLP p. 123	D U Discuss + Use Discuss why craft moves work, then write two stanzas using image, repetition, and comparison. TLP p. 124	A T Award + Target Award craft evidence with the Craft Ladder and target a next step. TLP p. 125	E Educate + Explain Craft Expert turn-and-teach one craft move using the week's poems. TLP p. 126
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 118)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 118)	Return to passages for discussion and independent practice. Passage text (TLP p. 118)	Reread for evidence: identify key details and connections. Passage text (TLP p. 118)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 118)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 102	Attempt: POETRY CRAFT LAB Workbook p. 129	Discuss + Use: Why does the craft work? Workbook p. 134	Award + Target: What craft can I control? Workbook p. 136	Explain/Educate: Craft Expert Turn-and-Teach Workbook p. 137
Standards Block (20 min: 4 Triplets)	Writing Wk 31 Triplet 1 Editing Wk 31 Triplet 1 Writing Slides Editing Slides	Writing Wk 31 Triplet 2 Editing Wk 31 Triplet 2 Writing Slides Editing Slides	Writing Wk 31 Triplet 3 Evidence Wk 31 Triplet 1 Writing Slides Evidence Slides	Writing Wk 31 Triplet 4 Evidence Wk 31 Triplet 2 Writing Slides Evidence Slides	Editing Wk 31 Triplet 3-4 Evidence Wk 31 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 122	Practice accuracy check; guided application review. TLP p. 123	Day 3 Practice: independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 125	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 137
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 96) Homework C7 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 97	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 97 Homework C7 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 4: Week 32

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | Meaning and Significance: Bringing All of LEAVES Together | Poetry and Narrative

Essential Question: How does a poet turn an experience into something meaningful for other people?

Passages: "MLK: A Dream Can Grow" and "What Will You Give?" (Very High Stamina)

TEKS: 3.12B, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A; Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Read the richest poems and reveal all six LEAVES elements working together. TLP p. 175 Deck Slide 1	A Attempt LEAVES Evidence Quest: gather evidence for each element and explain why it matters. TLP p. 176	D U Discuss + Use Discuss significance, then write an original poem using all six LEAVES elements. TLP p. 177	A T Award + Target Full-LEAVES self-assessment, award strengths, and target one revision. TLP p. 178	E Educate + Explain Poet Teach-Out and the final cluster closure. TLP p. 178
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 167)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 167)	Return to passages for discussion and independent practice. Passage text (TLP p. 167)	Reread for evidence: identify key details and connections. Passage text (TLP p. 167)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 167)
Writing* (Student Workbook)	Gather + Reveal: The same poems, greatest depth Workbook p. 188	Attempt: LEAVES Evidence Quest Workbook p. 191	Discuss + Use: I explain my thinking, then write my own poem Workbook p. 195	Award + Target: I notice evidence of my growth Workbook p. 199	Explain/Educate: I teach someone else Workbook p. 201
Standards Block (20 min: 4 Triplets)	Writing Wk 32 Triplet 1 Editing Wk 32 Triplet 1 Writing Slides Editing Slides	Writing Wk 32 Triplet 2 Editing Wk 32 Triplet 2 Writing Slides Editing Slides	Writing Wk 32 Triplet 3 Evidence Wk 32 Triplet 1 Writing Slides Evidence Slides	Writing Wk 32 Triplet 4 Evidence Wk 32 Triplet 2 Writing Slides Evidence Slides	Editing Wk 32 Triplet 3-4 Evidence Wk 32 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 175	Practice accuracy check; guided application review. TLP p. 176	Day 3 Practice: independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 178	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 201
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 145) Homework C7 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 146	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 146 Homework C7 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 8, Module 1: Week 33

3rd Grade Weekly Pacing Guide | PLACE: From Resource to Evidence | Research

The Writing Academy, LLC
Randi Whitney

Essential Question: How does the place around a community create both opportunities and challenges?

Passages: "A Place to Grow: How Geography Helps Build a Community" (Low Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** PLACE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Separate report facts from research evidence and model the place chain. TLP p. 29 Deck Slide 1	A Attempt Place Evidence Expedition: select relevant cards and defend the placement. TLP p. 29	D U Discuss + Use Discuss corroboration and write Body Paragraph 1 independently. TLP p. 30	A T Award + Target Award a specific strength and set a precise revision or curiosity target. TLP p. 31	E Educate + Explain Teach the research move, answer the exit ticket, and close the week. TLP p. 31
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 25)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 25)	Return to passages for discussion and independent practice. Passage text (TLP p. 25)	Reread for evidence: identify key details and connections. Passage text (TLP p. 25)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 25)
Writing* (Student Workbook)	Gather + Reveal: From familiar fact to research evidence Workbook p. 31	Attempt: PLACE EVIDENCE EXPEDITION Workbook p. 33	Discuss + Use: Corroborate and write Body Paragraph 1 Workbook p. 38	Award + Target: Recognize a strength and set a next action Workbook p. 40	Explain/Educate: Place Expert Press Conference Workbook p. 41
Standards Block (20 min: 4 Triplets)	Writing Wk 33 Triplet 1 Editing Wk 33 Triplet 1 Writing Slides Editing Slides	Writing Wk 33 Triplet 2 Editing Wk 33 Triplet 2 Writing Slides Editing Slides	Writing Wk 33 Triplet 3 Evidence Wk 33 Triplet 1 Writing Slides Evidence Slides	Writing Wk 33 Triplet 4 Evidence Wk 33 Triplet 2 Writing Slides Evidence Slides	Editing Wk 33 Triplet 3-4 Evidence Wk 33 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 29	Practice accuracy check; guided application review. TLP p. 29	Day 3 Practice: independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 31	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 41
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 3) Homework C8 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 4	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 4 Homework C8 M1	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.

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Cluster 8, Module 2: Week 34

3rd Grade Weekly Pacing Guide | PROBLEM: From Question to Solution | Research

The Writing Academy, LLC
Randi Whitney

Essential Question: How do communities become stronger when people study problems and choose solutions?

Passages: "People Make the Difference: How Ideas and Actions Change Communities" (Medium Stamina) **TEKS:** 3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G **ELPS:** 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** PROBLEM

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Attention hook, source jobs, Q-P-E2, and the chain. TLP p. 78 Deck Slide 1	A Attempt Community Problem-Solution Chain Challenge. TLP p. 78	D U Discuss + Use Discussion, independent Body Paragraph 2 draft. TLP p. 79	A T Award + Target Evidence-based award and precise revision target. TLP p. 80	E Educate + Explain Community Solution Summit and exit ticket. TLP p. 80
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 74)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 74)	Return to passages for discussion and independent practice. Passage text (TLP p. 74)	Reread for evidence: identify key details and connections. Passage text (TLP p. 74)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 74)
Writing* (Student Workbook)	Gather + Reveal: From familiar fact to research evidence Workbook p. 85	Attempt: COMMUNITY PROBLEM-SOLUTION CHAIN CHALLENGE Workbook p. 87	Discuss + Use: Corroborate and write Body Paragraph 2 Workbook p. 92	Award + Target: Recognize a strength and set a next action Workbook p. 95	Explain/Educate: Community Solution Summit Workbook p. 96
Standards Block (20 min: 4 Triplets)	Writing Wk 34 Triplet 1 Editing Wk 34 Triplet 1 Writing Slides Editing Slides	Writing Wk 34 Triplet 2 Editing Wk 34 Triplet 2 Writing Slides Editing Slides	Writing Wk 34 Triplet 3 Evidence Wk 34 Triplet 1 Writing Slides Evidence Slides	Writing Wk 34 Triplet 4 Evidence Wk 34 Triplet 2 Writing Slides Evidence Slides	Editing Wk 34 Triplet 3-4 Evidence Wk 34 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 78	Practice accuracy check; guided application review. TLP p. 78	Day 3 Practice: independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 80	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 96
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 53) Homework C8 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 54	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 54 Homework C8 M2	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.

Cluster 8, Module 3: Week 35

3rd Grade Weekly Pacing Guide | PEOPLE: Choices, Service, and Memory | Research

The Writing Academy, LLC
Randi Whitney

Essential Question: How do people use choices, voices, talents, stories, and service to strengthen a community?

Passages: "What Helps a Community Grow?" (High Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Attention hook, source jobs, Q-P-E2, and the chain. TLP p. 122 Deck Slide 1	A Attempt Community Problem-Solution Chain Challenge. TLP p. 122	D U Discuss + Use Discussion, independent Body Paragraph 2 draft. TLP p. 123	A T Award + Target Evidence-based award and precise revision target. TLP p. 124	E Educate + Explain Community Solution Summit and exit ticket. TLP p. 124
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 120)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 120)	Return to passages for discussion and independent practice. Passage text (TLP p. 120)	Reread for evidence: identify key details and connections. Passage text (TLP p. 120)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 120)
Writing* (Student Workbook)	Gather + Reveal: Predictions, source forms, and the research task Workbook p. 138	Attempt: Community Problem-Solution Chain Challenge Workbook p. 141	Discuss + Use: Discussion and independent Body Paragraph 2 Workbook p. 146	Award + Target: Evidence-based award and precise revision target Workbook p. 149	Explain to Others: Living Community Contribution Gallery and exit ticket Workbook p. 151
Standards Block (20 min: 4 Triplets)	Writing Wk 35 Triplet 1 Editing Wk 35 Triplet 1 Writing Slides Editing Slides	Writing Wk 35 Triplet 2 Editing Wk 35 Triplet 2 Writing Slides Editing Slides	Writing Wk 35 Triplet 3 Evidence Wk 35 Triplet 1 Writing Slides Evidence Slides	Writing Wk 35 Triplet 4 Evidence Wk 35 Triplet 2 Writing Slides Evidence Slides	Editing Wk 35 Triplet 3-4 Evidence Wk 35 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 122	Practice accuracy check; guided application review. TLP p. 122	Day 3 Practice: independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 124	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 151
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 99) Homework C8 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 100	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 100 Homework C8 M3	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.

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Cluster 8, Module 4: Week 36

The Writing Academy, LLC
Randi Whitney

3rd Grade Weekly Pacing Guide | TRANSFER: One Paper, One Proof, One Community | Research

Essential Question: How can a researcher combine a year of reading and writing into one clear, organized proof?

Passages: "Small Choices, Strong Communities" (Very High Stamina)

TEKS: 3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A; Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

ELPS: 2(E), 4(C)(ii), 4(D)(iii), 4(F)(i) | **Framework:** R1, PLACE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Attention hook, background, model, and checks. TLP p. 167 Deck Slide 1	A Attempt Community Strength Research Paper Assembly Race. TLP p. 168	D U Discuss + Use Discussion and independent writing. TLP p. 168	A T Award + Target Evidence-based award and precise target. TLP p. 169	E Educate + Explain Strong Community Research Museum, Community Builders Expo, and module check. TLP p. 170
Reading Passage*	Read aloud the passage. DOT unfamiliar words. Passage text (TLP p. 165)	Guided practice with the passage. Mark key vocabulary. Passage text (TLP p. 165)	Return to passages for discussion and independent practice. Passage text (TLP p. 165)	Reread for evidence: identify key details and connections. Passage text (TLP p. 165)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 165)
Writing* (Student Workbook)	Gather + Reveal: One Strong Fact Is Not a Paper Workbook p. 194	Attempt: COMMUNITY STRENGTH RESEARCH PAPER ASSEMBLY RACE Workbook p. 197	Discuss + Use: One cohesive paper Workbook p. 203	Award + Target: Evidence of growth Workbook p. 206	Explain/Educate: Community Builders Expo Workbook p. 208
Standards Block (20 min: 4 Triplets)	Writing Wk 36 Triplet 1 Editing Wk 36 Triplet 1 Writing Slides Editing Slides	Writing Wk 36 Triplet 2 Editing Wk 36 Triplet 2 Writing Slides Editing Slides	Writing Wk 36 Triplet 3 Evidence Wk 36 Triplet 1 Writing Slides Evidence Slides	Writing Wk 36 Triplet 4 Evidence Wk 36 Triplet 2 Writing Slides Evidence Slides	Editing Wk 36 Triplet 3-4 Evidence Wk 36 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis (listen for key skill identification). TLP p. 167	Practice accuracy check; guided application review. TLP p. 168	Day 3 Practice: independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 169	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 208
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 143) Homework C8 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 144	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 144 Homework C8 M4	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.