

5th Grade Frameworks & Acronym Glossary

Teach BIG® Writing Curriculum • The Writing Academy®, LLC • Grade 5

Every framework and acronym used across Grade 5, with what it means and where students use it.

FRAMEWORK / ACRONYM	WHAT IT IS	THE PARTS	WHERE USED
Genre Compass	The decision path a writer follows before drafting.	TOPIC, PURPOSE, AUDIENCE, RESPONSE GENRE, PLANNING STRATEGY	<i>Prepare</i>
Response Ecosystem	The seven response routes writers can choose from.	Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, Research / Inquiry	<i>Prepare</i>
TRAILS	The planning and craft framework for personal narrative.	T: Topic/Experience; R: Relationship; A: Actions, Thoughts, and Dialogue; I: Important Moment; L: Lasting Effect; S: Setting	<i>Prepare, C7</i>
TRACKS	The reading-evidence categories used to annotate and locate usable text details.	T: Time; R: Reactions; A: Actions; C: Character, Concept, Creature; K: Key Knowledge; S: Scenery/Setting	<i>All clusters (reading)</i>
TOPIC, CHARGE, ANSWER	The three required parts of a strong SCR thesis.	TOPIC names the subject; CHARGE names the task; ANSWER supplies the writer's original thinking.	<i>C1</i>
CSI	The evidence-selection check used before a writer quotes or paraphrases.	C: Connects directly to the prompt or reason; S: Strongly supports the idea; I: Infers what the detail means.	<i>C1 to C5</i>
TREE / TREES	The visual structure for an informative ECR and its full response work.	Roots: passage + prompt; Trunk: thesis; Branches: reasons/ways, evidence, explanation. TREES response work joins thesis, reasons/ways, evidence, explanation, and significant inferencing.	<i>C2, C3</i>
CREATURES	The full roadmap for an argumentative response and argumentative correspondence.	C: Claim; R: Reasons; E: Evidence; A: Argument; T: Thinking; U: Understanding Others; R: Rebuttal; E: Ending; S: Significance.	<i>C4, C6</i>
DEEP FACTS	A deliberate way to deepen an explanation after presenting evidence.	Define the detail, Explain its connection, Explore what it proves, and Point to the larger meaning; use factual support to make the thinking visible.	<i>Informative and argument work</i>
R1 / R2 / R3	The paired-passage conclusion sequence.	R1: Restate the thesis in fresh language; R2: Reference the most important evidence; R3: Reflect with a Bluebird connection.	<i>C5</i>

LEAVES	The craft framework for poetry.	L: Lines/Layout; E: Emotion/Experience; A: Artistic Language; V: Voice; E: Echo/Sound; S: Significance	<i>C7</i>
PLACE / PROBLEM / PEOPLE / TRANSFER	A Cluster 8 research lens for explaining how change begins, affects people, and carries into new contexts.	PLACE identifies context; PROBLEM names the challenge; PEOPLE considers perspectives and impact; TRANSFER connects evidence and learning to a new situation or conclusion.	<i>C8</i>
GRADUATE	The Teach BIG lesson cycle used in the five-day module structure.	Gather, Reveal, Attempt, Discuss, Use, Award, Target, Explain	<i>All clusters</i>
RPLD	Range Performance Level Descriptors that describe the progression of student thinking.	NOTICE (Foundational), CHOOSE (Emergent), SHOW (Visible), OWN (Independent), DEFEND (Reflective)	<i>All clusters</i>
Bluebird Moment	The significance sentence that explains why the writing matters beyond the immediate response.	Appears as the closing significance move in argumentative writing and as the reflective move in C5 conclusions.	<i>C4 to C6, C8</i>