

THE WRITING ACADEMY®, LLC
AN ECR SUPPLEMENTAL SUPPORT SYSTEM

The ECR Threaded Learning Model

One passage. Multiple purposes. One connected writing experience.

The Writing Academy ECR Supplemental Pacing Framework

The Writing Academy®, LLC

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THE BIG IDEA

One Passage. One Thread. As Much or as Little Support as You Need.

The Writing Academy is **not** asking teachers to add an entirely separate reading and writing block. The system is built so that one passage, one prompt, one cluster, and one module can thread through the whole ECR learning experience, while teachers select only the supports they need. Think of it as a flexible pacing system, not a rigid schedule.

One Passage + One Prompt

everything below grows from the same text

Daily Lesson

Student Workbook

Click-Along Slides

Writing Triplet

Evidence Triplet

Spelling Triplet

Editing Triplet

Revising Triplet

Songs

ECR Writing

Intervention

Enrichment

Assessment

Use one piece. Use several pieces. Or use the complete system. The thread stays connected.

You are not replacing the core curriculum. You are giving teachers a coordinated system that fills whatever gaps exist between the core curriculum and a complete ECR learning experience.

THE COMPONENTS

What the System Offers, and How It Connects

COMPONENT	SUGGESTED TIME	PURPOSE	HOW IT CONNECTS
Daily Lesson Plan, Interactive Student Workbook, and Click-Along Slides	20 min / day	Direct instruction in the writing process, genre, constructed response, and evidence-based writing TEKS	The instructional backbone when the complete system is used
Writing Triplet	5 min	Builds writing-process and composition skills	Reinforces the same concepts addressed in the module
Spelling Triplet	5 min	Focused spelling instruction and review	Connects to the words, patterns, and conventions students meet in their writing
Evidence Triplet	5 min	Strengthens evidence selection and use	Directly supports the evidence students need for the ECR
Editing Triplet	5 min	Builds editing and conventions skills	Applied immediately to students' own writing
Revising Triplet	5 min	Builds revision and craft skills	Applied immediately to the developing ECR
Writing Process Songs	2 to 5 min, flexible	Builds automaticity and retention through repetition	Use before, during, or after the matching lesson or Triplet
ECR Writing Time	Flexible	Students plan, draft, revise, edit, and complete written responses	May use Writing Academy passages and prompts or the district's core RLA text
Intervention and Enrichment	As needed	Practice differentiation	Writing Academy resources or existing core-curriculum resources
Assessment and Progress Monitoring	As needed	Determines understanding and the next instructional steps	May use Writing Academy assessments or existing district assessments

THE MOST IMPORTANT PICTURE

Three Ways to Use the System

This is the view for reviewers and administrators, because it shows at a glance that the program is **supplemental, modular, and scalable**. A teacher can reach for one skill, add daily support, or run the complete pathway.

	PRACTICE SUPPORT	INTEGRATED SUPPORT	COMPLETE SUPPORT
Best for	A teacher who needs help with one particular skill	A teacher who wants additional daily ECR support	A teacher who wants a complete supplemental ECR pathway
Daily Lesson	Optional	20 min	20 min
Triplets	Select one as needed	One to three selected	Use any or all that fit
Songs	Optional	Optional	Integrated throughout
ECR Writing	Core assignment or WA prompt	Core or WA prompt	Fully threaded into cluster and module
Intervention	As needed	As needed	Built into the experience
Enrichment	As needed	As needed	Built into the experience
Assessment	Core or WA	Core or WA	WA or core
Supplemental Time	5 to 15 min	25 to 40 min	45+ min plus writing time

IN PRACTICE

What a Full Day Could Look Like

For a campus that wants the complete experience, the five Triplets are distributed naturally across the reading and language arts period, not stacked into one uninterrupted block. It does not feel like six separate programs. It feels like several short tools orbiting the same learning target and the same ECR experience.

POINT IN THE DAY	INSTRUCTION	TIME
Bellringer / Opening	Editing or Spelling Triplet	5 min
Mini-Lesson	Daily Lesson, Workbook, and Click-Along Slides	20 min
Before Reading or Writing	Evidence Triplet	5 min
Writing Block	ECR writing using the shared passage and prompt	Flexible
During Writing	Writing Process Song and/or Writing Triplet	5 min
Before Revising a Draft	Revising Triplet	5 min
Closure / Assessment	Exit ticket, Tiny Track, assessment, or reflection	Flexible

A Five-Day Threaded Model

One shared text and prompt carries the whole week, from first read to finished response.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Shared Text	Introduce and read the passage	Return to the same passage	Return to the same passage	Apply the passage to writing	Complete and refine the response
20-Minute Lesson	Introduce the ECR skill, genre, or process	Develop the skill	Apply evidence	Develop and revise the response	Strengthen and reflect
Evidence Work	Understand the prompt and text	Locate evidence	Select the strongest evidence	Integrate evidence	Evaluate evidence
Writing Work	Think and plan	Begin the response	Develop the response	Revise and strengthen	Edit and complete
Triplets	Select by need	Select by need	Select by need	Select by need	Select by need
Songs	Introduce the concept	Reinforce	Reinforce	Use during writing	Review and celebrate
Intervention	Identify needs	Practice support	Small group support	Re-teach as needed	Respond to data
Enrichment	Extend as fits	Extend	Extend	Advanced application	Reflect and extend
Assessment	Formative	Formative	Formative	Writing evidence	Product and progress data

Students do not start over with a new passage every time the focus changes. **The reading, evidence, writing, revising, editing, and assessment all grow from the same text and prompt.**