

SCOPE AND SEQUENCE

Grade 3 Scope and Sequence

Teacher Lesson Plans, Student Workbooks and Lesson Slide Decks, week by week

PREPARE + Clusters 1 to 8

36 Modules

36 Weeks

[Linked to the IMRA site](#)

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PURPOSE OF THIS DOCUMENT

This document shows, week by week, what each module teaches and where to find it in the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck, so a teacher or reviewer can move from the plan to the exact page in one click.

INTRODUCTION

How This Scope and Sequence Works

This scope and sequence follows the Grade 3 Supplemental Support System week by week: PREPARE plus Clusters 1 to 8, four modules each, one module per week for 36 weeks. Each row names the genre and focus, the reading passage and its stamina level, the key framework, the main TEKS, and where the module lives in the three student-facing and teacher-facing materials: the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck. Every location is a live link to the IMRA site.

HOW TO READ EACH ROW

- **Week** is the week of the 36-week sequence (one module per week, per the Grade 3 Pacing Calendars).
- **Main TEKS** lists the breakouts correlated to the module in the Teacher Lesson Plan and the Student Workbook page footers. Editing breakouts (3.11D) are listed in grey; the full editing detail is in the separate Grade 3 TEKS 11D chart.
- **Key framework** is the framework the module's teacher pages name most often (for example CSI, TREES, MICE, CREATURES, LEAVES, TRAILS).
- **Where it lives** gives the file and page for each material. Blue underlined text opens the IMRA site.

Material	IMRA site page
Teacher Lesson Plan books (one per cluster)	Grade 3 Teacher Lesson Plans
Student Workbooks (one per cluster)	Grade 3 Student Workbooks
Lesson Slide Decks (one per module, 36 decks)	Grade 3 Lesson Decks
Reading Passages	Grade 3 Reading Passages

YEAR AT A GLANCE

PREPARE and Clusters 1 to 8

Cluster	Weeks	Genre	Reading passages	Key frameworks
PREPARE	1 to 4	Getting Ready to Write	The Mystery of the Traveling Shell; The Recess Question	TRAILS, HABIT
Cluster 1	5 to 8	Short Constructed Response (SCR)	The Pilgrims Chose Plymouth; Life Along the Nile River	CSI, HABIT
Cluster 2	9 to 12	ECR: Informational	Laura Ingalls Wilder; Carmen Lomas Garza	TREE, TREES, CSI
Cluster 3	13 to 16	ECR: Informational	Why We Need Laws; The Lunchroom Discoveries	TREES, CSI
Cluster 4	17 to 20	ECR: Craft	Benjamin Franklin and Electricity; The Founding Fathers	MICE, GET SET
Cluster 5	21 to 24	ECR: Paired Passages	Henry Ford: Visionary of Travel; Sam Walton: Visionary of Retail	GET SET, RRR, R1
Cluster 6	25 to 28	ECR: Argumentative	Crash; The Good Citizen	CREATURES, HABIT, RRR, TREES
Cluster 7	29 to 32	Poetry and Narrative	MLK: A Dream Can Grow; What Will You Give?	LEAVES
Cluster 8	33 to 36	Research	A Place to Grow: How Geography Helps Build a Community; People Make the Difference: How Ideas and Actions Change Communities; What Helps a Community Grow?; Small Choices, Strong Communities	PLACE, PROBLEM, RRR, R1

PREPARE

PREPARE: Getting Ready to Write

Weeks 1 to 4 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 1	Module 1 One Topic, Different Writing Jobs	The Mystery of the Traveling Shell Low stamina	TRAILS, HABIT	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), (xxii)	PREPARE, Module 1 Teacher Lesson Plan p. 3	PREPARE, Module 1 Student Workbook p. 5	Deck 1 of 36 (20 slides) One Topic, Different Writing Jobs
Wk 2	Module 2 Match the Writing Job to the Genre	The Mystery of the Traveling Shell Medium stamina	TRAILS	3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii) Editing: 3.11D (i), (iii), (vi), (viii), (xxii)	PREPARE, Module 2 Teacher Lesson Plan p. 61	PREPARE, Module 2 Student Workbook p. 57	Deck 2 of 36 (24 slides) Match the Writing Job to the Genre
Wk 3	Module 3 Plan the Path Before the Draft	The Recess Question High stamina	TRAILS	3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii) Editing: 3.11D (i), (iii), (vi), (viii), (xi), (xxii)	PREPARE, Module 3 Teacher Lesson Plan p. 121	PREPARE, Module 3 Student Workbook p. 111	Deck 3 of 36 (20 slides) Plan the Path Before the Draft Brainstorm, Freewrite, Map, and Choose
Wk 4	Module 4 Choose, Justify, Draft, Revise, and Share	The Recess Question Very High stamina	TRAILS	3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii) Editing: 3.11D (i), (iii), (vi), (viii), (xi), (xxii)	PREPARE, Module 4 Teacher Lesson Plan p. 179	PREPARE, Module 4 Student Workbook p. 163	Deck 4 of 36 (22 slides) Choose, Justify, Draft, Revise, and Teach

CLUSTER 1

Cluster 1: Short Constructed Response (SCR)

Weeks 5 to 8 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 5	Module 1 Shaping the Prompt	The Pilgrims Chose Plymouth Life Along the Nile River Low stamina	CSI (cluster)	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)	Cluster 1, Module 1 Teacher Lesson Plan p. 3	Cluster 1, Module 1 Student Workbook p. 5	Deck 5 of 36 (19 slides) Shaping the Prompt
Wk 6	Module 2 Writing a Thesis (Central Idea)	The Pilgrims Chose Plymouth Life Along the Nile River Medium stamina	CSI (cluster)	3.11A(i), 3.11C(i), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii) Editing: 3.11D (i), (xxxii)	Cluster 1, Module 2 Teacher Lesson Plan p. 57	Cluster 1, Module 2 Student Workbook p. 55	Deck 6 of 36 (19 slides) Writing a Thesis (Central Idea)
Wk 7	Module 3 Understanding and Selecting Strong Evidence	The Pilgrims Chose Plymouth Life Along the Nile River High stamina	CSI, HABIT	3.7C Editing: 3.11D (ix), (x), (xi)	Cluster 1, Module 3 Teacher Lesson Plan p. 113	Cluster 1, Module 3 Student Workbook p. 113	Deck 7 of 36 (19 slides) Understanding & Selecting Strong Evidence
Wk 8	Module 4 Explaining Evidence and Building the Full SCR Ladder	The Pilgrims Chose Plymouth Life Along the Nile River Very High stamina	CSI (cluster)	3.11A(i), 3.11C(i), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii) Editing: 3.11D (i), (xi), (xxxii)	Cluster 1, Module 4 Teacher Lesson Plan p. 169	Cluster 1, Module 4 Student Workbook p. 167	Deck 8 of 36 (19 slides) Explaining Evidence / Build the Full SCR Ladder

CLUSTER 2

Cluster 2: ECR: Informational

Weeks 9 to 12 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 9	Module 1 TREES and Shaping the Prompt	Laura Ingalls Wilder Carmen Lomas Garza Low stamina	TREE, TREES	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)	Cluster 2, Module 1 Teacher Lesson Plan p. 3	Cluster 2, Module 1 Student Workbook p. 5	Deck 9 of 36 (19 slides) TREES and Shaping the Prompt
Wk 10	Module 2 Writing the Thesis (central idea) (The Trunk of the Tree)	Laura Ingalls Wilder Carmen Lomas Garza Medium stamina	TREE	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)	Cluster 2, Module 2 Teacher Lesson Plan p. 57	Cluster 2, Module 2 Student Workbook p. 53	Deck 10 of 36 (19 slides) Writing the Thesis (The Trunk of the Tree)
Wk 11	Module 3 Reason/Way (The First Branch of the Tree)	Laura Ingalls Wilder Carmen Lomas Garza High stamina	TREE	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) to (ix), (vi) to (vii), (vii), (viii) to (ix), (ix), (xxiv), (xxv), (xxx), (xxxii)	Cluster 2, Module 3 Teacher Lesson Plan p. 115	Cluster 2, Module 3 Student Workbook p. 107	Deck 11 of 36 (19 slides) Reason/Way: The First Branch of the Tree
Wk 12	Module 4 Evidence (The Second Branch of the Tree)	Laura Ingalls Wilder Carmen Lomas Garza Very High stamina	CSI, TREE	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)	Cluster 2, Module 4 Teacher Lesson Plan p. 175	Cluster 2, Module 4 Student Workbook p. 159	Deck 12 of 36 (19 slides) Evidence: The Second Branch of the Tree

CLUSTER 3

Cluster 3: ECR: Informational

Weeks 13 to 16 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 13	Module 1 Prompt Analysis & Thesis (Central Idea) Writing	Why We Need Laws The Lunchroom Discoveries Low stamina	TREES	3.12B, 3.12B(i)	Cluster 3, Module 1 Teacher Lesson Plan p. 3	Cluster 3, Module 1 Student Workbook p. 5	Deck 13 of 36 (19 slides) Prompt Analysis & Thesis (Central Idea) Writing
Wk 14	Module 2 Advance Prompt Analysis	Why We Need Laws The Lunchroom Discoveries Medium stamina	TREES	3.11A, 3.11C, 3.12B, 3.13A, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A	Cluster 3, Module 2 Teacher Lesson Plan p. 57	Cluster 3, Module 2 Student Workbook p. 55	Deck 14 of 36 (19 slides) Advance Prompt Analysis
Wk 15	Module 3 Magnifying Reasons for WHY Prompts	Why We Need Laws The Lunchroom Discoveries High stamina	TREES	3.11A, 3.11C, 3.12B, 3.13A, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A	Cluster 3, Module 3 Teacher Lesson Plan p. 111	Cluster 3, Module 3 Student Workbook p. 111	Deck 15 of 36 (19 slides) Magnifying Reasons for WHY Prompts
Wk 16	Module 4 Matching Reasons, Evidence, and Explanations	Why We Need Laws The Lunchroom Discoveries Very High stamina	CSI, TREES	3.11A, 3.11C, 3.12B, 3.13A, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A	Cluster 3, Module 4 Teacher Lesson Plan p. 169	Cluster 3, Module 4 Student Workbook p. 165	Deck 16 of 36 (19 slides) Matching Reasons, Evidence, and Explanations

CLUSTER 4

Cluster 4: ECR: Craft

Weeks 17 to 20 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 17	Module 1 Significant Inferencing Sentences Using MICE	Benjamin Franklin and Electricity The Founding Fathers Low stamina	MICE	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)	Cluster 4, Module 1 Teacher Lesson Plan p. 3	Cluster 4, Module 1 Student Workbook p. 5	Deck 17 of 36 (19 slides) Significant Inferencing Sentences Using MICE
Wk 18	Module 2 Significance Sentences for HOW Prompts Using MICE	Benjamin Franklin and Electricity The Founding Fathers Medium stamina	MICE	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)	Cluster 4, Module 2 Teacher Lesson Plan p. 61	Cluster 4, Module 2 Student Workbook p. 51	Deck 18 of 36 (19 slides) Significant Inferencing Sentences for HOW Prompts Using MICE
Wk 19	Module 3 Getting SET with the Statement of Purpose	Benjamin Franklin and Electricity The Founding Fathers High stamina	GET SET, MICE	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) to (ix), (vi) to (vii), (vii), (viii) to (ix), (ix), (xxiv), (xxv), (xxx), (xxxii)	Cluster 4, Module 3 Teacher Lesson Plan p. 121	Cluster 4, Module 3 Student Workbook p. 99	Deck 19 of 36 (19 slides) Getting SET with the Statement of Purpose
Wk 20	Module 4 The Yellow Sentence (Evidentiary Transition)	Benjamin Franklin and Electricity The Founding Fathers Very High stamina	GET SET, MICE	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)	Cluster 4, Module 4 Teacher Lesson Plan p. 185	Cluster 4, Module 4 Student Workbook p. 157	Deck 20 of 36 (19 slides) The Yellow Sentence: Evidentiary Transition

CLUSTER 5

Cluster 5: ECR: Paired Passages

Weeks 21 to 24 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 21	Module 1 Paired Passage Responses: Connecting Two Texts	Henry Ford: Visionary of Travel Sam Walton: Visionary of Retail Low stamina	GET SET, RRR	3.11B(iii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii)	Cluster 5, Module 1 Teacher Lesson Plan p. 3	Cluster 5, Module 1 Student Workbook p. 5	Deck 21 of 36 (20 slides) Paired Passage Responses Connecting Two Texts
Wk 22	Module 2 Paired Passage HOW Prompts: Similarities and Differences	Henry Ford: Visionary of Travel Sam Walton: Visionary of Retail Medium stamina	GET SET, RRR	3.11B(ii), 3.11B(iii), 3.12B, 3.12B(i), 3.12B(ii), 3.12B(iii)	Cluster 5, Module 2 Teacher Lesson Plan p. 47	Cluster 5, Module 2 Student Workbook p. 55	Deck 22 of 36 (21 slides) Paired Passage HOW Prompts: Similarities and Differences
Wk 23	Module 3 Conclusion Paragraph with R1, R2, R3: The Bluebird Moment	Henry Ford: Visionary of Travel Sam Walton: Visionary of Retail High stamina	R1, RRR	3.11B(ii), 3.11B(iii), 3.12B(i), 3.12B(ii), 3.12B(iii)	Cluster 5, Module 3 Teacher Lesson Plan p. 91	Cluster 5, Module 3 Student Workbook p. 107	Deck 23 of 36 (19 slides) Conclusion Paragraph with R1, R2, and R3 The Bluebird Moment
Wk 24	Module 4 Color-Coding the Full ECR Paper	Henry Ford: Visionary of Travel Sam Walton: Visionary of Retail Very High stamina	GET SET, RRR	3.11B(ii), 3.11B(iii), 3.12B(i), 3.12B(ii), 3.12B(iii)	Cluster 5, Module 4 Teacher Lesson Plan p. 137	Cluster 5, Module 4 Student Workbook p. 161	Deck 24 of 36 (20 slides) Color-Coding the Full ECR Paper

CLUSTER 6

Cluster 6: ECR: Argumentative

Weeks 25 to 28 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 25	Module 1 Writing Claims for Argumentative Prompts	Crash The Good Citizen Low stamina	CREATURES (cluster)	3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C, 3.12C(i), 3.12C(ii), 3.12D(i)	Cluster 6, Module 1 Teacher Lesson Plan p. 3	Cluster 6, Module 1 Student Workbook p. 5	Deck 25 of 36 (19 slides) Writing Claims for Argumentative Prompts
Wk 26	Module 2 Supporting Claims with Reasons Through the Magnifying Process	Crash The Good Citizen Medium stamina	CREATURES, HABIT	3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii)	Cluster 6, Module 2 Teacher Lesson Plan p. 55	Cluster 6, Module 2 Student Workbook p. 57	Deck 26 of 36 (19 slides) Supporting Claims with Reasons Through the Magnifying Process
Wk 27	Module 3 Completing the Argumentative Paper with CREATURES	Crash The Good Citizen High stamina	CREATURES, HABIT	3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii)	Cluster 6, Module 3 Teacher Lesson Plan p. 93	Cluster 6, Module 3 Student Workbook p. 111	Deck 27 of 36 (20 slides) Completing the Argumentative Paper with CREATURES
Wk 28	Module 4 Argumentative Correspondence: The Persuasive Letter	Crash The Good Citizen Very High stamina	RRR, TREES	3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii), 3.12D(i)	Cluster 6, Module 4 Teacher Lesson Plan p. 139	Cluster 6, Module 4 Student Workbook p. 175	Deck 28 of 36 (20 slides) Argumentative Correspondence: Writing a Persuasive Letter

CLUSTER 7

Cluster 7: Poetry and Narrative

Weeks 29 to 32 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 29	Module 1 Entering the Experience: Reading Poems That Inspire	MLK: A Dream Can Grow What Will You Give? Low stamina	LEAVES	3.12B	Cluster 7, Module 1 Teacher Lesson Plan p. 3	Cluster 7, Module 1 Student Workbook p. 5	Deck 29 of 36 (19 slides) Entering the Experience: Reading Poems That Inspire
Wk 30	Module 2 Whose Voice? Emotion, Experience, and the Speaker	MLK: A Dream Can Grow What Will You Give? Medium stamina	LEAVES	3.12B	Cluster 7, Module 2 Teacher Lesson Plan p. 49	Cluster 7, Module 2 Student Workbook p. 51	Deck 30 of 36 (19 slides) Whose Voice?: Emotion, Experience, and the Speaker
Wk 31	Module 3 The Moment That Stays: Artistic Language and Sound	MLK: A Dream Can Grow What Will You Give? High stamina	LEAVES		Cluster 7, Module 3 Teacher Lesson Plan p. 95	Cluster 7, Module 3 Student Workbook p. 99	Deck 31 of 36 (20 slides) The Moment That Stays: Artistic Language and Sound
Wk 32	Module 4 Meaning and Significance: Bringing All of LEAVES Together	MLK: A Dream Can Grow What Will You Give? Very High stamina	LEAVES	3.12B, 3.7C, 3.7E, 3.7G, 3.7F, 3.7D, 3.7B, 3.7A	Cluster 7, Module 4 Teacher Lesson Plan p. 145	Cluster 7, Module 4 Student Workbook p. 151	Deck 32 of 36 (20 slides) Meaning and Significance: Bringing All of LEAVES Together

CLUSTER 8

Cluster 8: Research

Weeks 33 to 36 · [Teacher Lesson Plan book](#) · [Student Workbook](#)

Week	Module and focus	Passage and stamina	Key framework	Main TEKS	Teacher Lesson Plan	Student Workbook	Lesson Slide Deck
Wk 33	Module 1 PLACE: From Resource to Evidence	A Place to Grow: How Geography Helps Build a Community Low stamina	PLACE	3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A	Cluster 8, Module 1 Teacher Lesson Plan p. 3	Cluster 8, Module 1 Student Workbook p. 5	Deck 33 of 36 (21 slides) PLACE: From Resource to Evidence
Wk 34	Module 2 PROBLEM: From Question to Solution	People Make the Difference: How Ideas and Actions Change Communities Medium stamina	PROBLEM	3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A	Cluster 8, Module 2 Teacher Lesson Plan p. 53	Cluster 8, Module 2 Student Workbook p. 55	Deck 34 of 36 (21 slides) PROBLEM: From Question to Solution
Wk 35	Module 3 PEOPLE: Choices, Service, and Memory	What Helps a Community Grow? High stamina	RRR	3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A	Cluster 8, Module 3 Teacher Lesson Plan p. 99	Cluster 8, Module 3 Student Workbook p. 111	Deck 35 of 36 (21 slides) PEOPLE: Choices, Service, and Memory
Wk 36	Module 4 TRANSFER: One Paper, One Proof, One Community	Small Choices, Strong Communities Very High stamina	R1, PLACE	3.11B(i), 3.11B(ii), 3.11B(iii), 3.13A	Cluster 8, Module 4 Teacher Lesson Plan p. 143	Cluster 8, Module 4 Student Workbook p. 167	Deck 36 of 36 (22 slides) TRANSFER: One Paper, One Proof, One Community

SOURCES

Where This Information Comes From

- Teacher Lesson Plans: docs/g3/tlp/ (module titles from each book's contents page; stamina from each module title page; TEKS from the module TEKS correlation pages and daily TEKS boxes).
- Student Workbooks: docs/g3/wb/ (module start page; TEKS from the page footers).
- Lesson Slide Decks: docs/g3/lesson-decks/ (deck number, title and slide count).
- Reading passages: the Grade 3 Reading Passages page of the IMRA site and the Grade 3 Passages and Source Index.
- Genre: the cover line of each Teacher Lesson Plan book. Frameworks: the Grade 3 Frameworks and Acronym Glossary and counts in each module's pages.

NOTES ON THE SOURCES

- Grade 3 PREPARE passages: the Teacher Lesson Plan, the Module 1 lesson deck and the Passages and Source Index place "The Mystery of the Traveling Shell" in Modules 1 and 2 and "The Recess Question" in Modules 3 and 4. The IMRA Reading Passages page labels them the other way round. This document follows the Teacher Lesson Plan.
- Grade 3 Cluster 1 Module 1: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).
- Grade 3 Cluster 1 Module 2: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).
- Grade 3 Cluster 1 Module 4: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).
- Grade 3 Cluster 6 Module 1: no framework acronym appears five or more times in the module's pages, so the cluster's most-used framework is shown and marked (cluster).