

TEACHER USER'S GUIDE

Grade 3 Teacher User's Guide

How to Use The Writing Academy®, LLC. Supplemental Support System

PREPARE + Clusters 1-8

36 Modules

Five-Day GRADUATE Infinity Learning Cycle

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PURPOSE OF THIS GUIDE

This guide is designed to help a teacher quickly find what matters most, prepare efficiently, teach the 15-minute daily lesson with confidence, use the teacher scripts appropriately, support students without lowering the thinking demand, extend learning when students are ready, use the companion student materials and slides, and close every module with reflection.

PART I

What This Supplemental Support System Is

The Writing Academy®, LLC. is a Supplemental Support System designed to provide additional instruction and additional practice alongside an existing Reading Language Arts core resource. It does not replace the core reading language arts instruction chosen by the district or campus. Teachers may use the full sequence in its aligned order or select individual clusters and modules to match the order of their core reading language arts instruction.

THE TEACHER'S JOB IN ONE SENTENCE

Use the guide to know what to teach, Section 50 to know exactly how to teach it across five days, the student guide to make the learning active, and the reflection pages to decide what your students need next.

Each module is built to be usable as a complete week of supplemental instruction while also fitting into a larger Grade 3 progression. The repeated numbering system means that once a teacher learns where to find something in one module, she can find it in every other module.

AT A GLANCE

The Grade 3 Learning Journey

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

PART II

Know the Four Pieces Before You Teach

Resource	What it does	How the teacher uses it
Teacher Lesson Plan Guide	Holds the instructional plan, standards, scripts, passages, checks, supports, assessments, and reflection.	Read the week's key planning sections, then teach from Section 50.
Student Interactive Guide	Provides the student-facing pages that make the lesson active and visible.	Use it whenever Section 50 calls for a student task, recording page, sort, annotation, writing, tracker, or reflection.
Daily Deck / Class Slides	Displays the exact visual cue, prompt, model, direction, or reminder named inside the lesson.	Advance the deck only when the Section 50 cue tells you to. The guide remains the teaching plan; the deck is the visual partner.
Standards Slide Decks	Provides separate practice for standards, especially the 3.11D editing/conventions family, with teacher scripts, student response pages, and tracking sheets.	Use a separate 20-minute Standards block. Choose four Standards Slide Decks based on classroom need, approximately five minutes each. Do not count this time as part of the 15-minute Section 50 lesson.

DO NOT CONFUSE THE TWO SLIDE SYSTEMS

The Daily Deck supports the current cluster/module lesson. The Standards Slide Decks are a separate practice system. The primary instruction for the TEKS 3.11D family lives in the Standards Slide Decks, even though conventions may also appear recursively inside the teacher guide.

TEACHER WORKFLOW

A Simple Weekly Rhythm

- 1. Preview the week:** Sections 11-14 tell you what the module is, where students are going, what success looks like, and what evidence will demonstrate learning.
- 2. Check readiness:** Sections 28 and 34 help you identify prerequisite knowledge and the Ready Check before instruction begins.
- 3. Prepare materials:** Sections 40-41 tell you exactly what to gather, copy, cut, display, and load before Day 1.
- 4. Teach the week:** Section 50 is the actual five-day lesson. Follow it Monday through Friday.
- 5. Respond to student need:** Use the supports inside Section 50 first, then Sections 67-70 for a separate support or enrichment opportunity.
- 6. Collect evidence:** Use the exit ticket, writing task, progress tracker, Award/Target work, and Section 82 artifacts.
- 7. Reflect:** Complete Section 81, then write directly on Section 85 after the module.

PART III

The Numbering System: Your Fastest Way Around

All modules use the same numbering system. The purpose is speed: a teacher should not have to relearn the guide every four weeks. The number is the address. Section 50 is always the Five-Day GRADUATE Lesson: the actual scripted instructional lesson for the week.

THE ONE NUMBER TO MEMORIZE FIRST

50 = Five-Day GRADUATE Lesson. If you are ready to teach today, Section 50 is where you go.

Sections	What you will find	When to use it
1-3	Inspiration, why the module matters, essential/overarching question.	Before the week; return to the question on Friday.
4-8	Family communication, English/Spanish letters, conversation starters, simple family activities.	Send or adapt at the beginning of the week.
9-11	Teacher Navigation Key, GRADUATE Evidence Alignment, Module at a Glance.	Your first three stops when previewing a module.
12-16	Learning destination, success criteria, evidence of mastery, TEKS correlations, standards coverage.	Know the goal and the evidence before teaching.
17-24	ELPS, linguistic accommodations, language domains, rigor safeguards, cognitive demand, thinking levels, teacher/student misconceptions.	Use for access, rigor, and anticipating errors.
25-35	TEKS target, student-friendly standard, I Can, prerequisites, retrieval, vocabulary infusion, conventions/writing connection, Watch Out, Ready Check, Look-Fors.	Use to launch and diagnose readiness.
36-39	Tier 1-3 vocabulary and teacher background/context.	Preview before Day 1; use vocabulary as it appears in the lesson.
40-49	Materials, preparation, weekly timing, transitions, content/citizenship connection, anchor charts, core strategy, source passages, annotation, TRACKS.	Set up the week and locate the actual source materials.
50	FIVE-DAY GRADUATE LESSON.	Teach from this section every day.
51-66	Exemplars, answer guidance, standards evidence trail, assessments, exit ticket/key, scoring, gradebook guidance, writing assignment/rubric, and feedback shortcuts.	Calibrate expectations, check learning, and give efficient feedback.
67-70	Intervention, embedded checks/student support, quick-reference supports, enrichment.	Use after the core lesson or as a separate support/extension opportunity.
71-78	Additional writing, revise/edit/share, auditory engagement, pause points, home connection, progress tracker, Award, Target.	Extend practice and help students monitor their own growth.
79-85	Closure/synthesis, teacher reflection, artifacts of effectiveness, slide-deck build sheet, virtual adaptation, and final after-teaching reflection.	Close the week, preserve evidence, and complete Section 85 after teaching.

PART IV

Before Monday: The 10-Minute Teacher Preview

A teacher does not need to read every page immediately before teaching. Use this preview path to prepare efficiently while still understanding the instructional purpose.

Read	Ask yourself	Outcome
11. Module at a Glance	What is the primary skill? What are the passages/products?	You know what the week is about.
12-14	What should students know/do? What counts as evidence?	You know the destination and what success looks like.
23-24	What mistakes are teachers or students likely to make?	You are ready to prevent predictable confusion.
28. Prerequisites	What must already be in place?	You know what to refresh.
34-35	What should I check before teaching? What will I look for?	You know who may need extra access or challenge.
40-41	What do I need to copy, cut, post, load, or set out?	Your room and materials are ready.
42	How are the 15 minutes divided each day?	You can protect the lesson time.
50	What will I teach and say each day?	You have previewed the actual lesson.
56-59	How will I know what students learned?	You know the assessment before instruction begins.
67-70	What will I do if students need more support or are ready for more?	You are ready to respond without changing the core lesson.

BEST PLANNING HABIT

Preview the exit ticket before Monday. When you know what students must independently demonstrate on Friday, the teacher scripts, models, partner work, and checks inside Section 50 become much easier to understand.

SECTIONS 40-41

Prepare the Classroom, Not Just the Paper

- Set out the student guides/workbooks, exact passage pages, and response tools students will use.
- Prepare any game/sort cards, Practice Pockets, anchor charts, or manipulatives named in Section 41 before the lesson begins.
- Load the Daily Deck and verify slide order. Prepare the exit ticket and any Section 67-70 support/enrichment materials separately so they are ready without interrupting the 15-minute core lesson.

PART V

Protect the Instructional Time: 15 + 20

15 MINUTES

Writing Academy Cluster/Module Lesson

Teach the current writing/response/research/poetry skill through the five-day GRADUATE cycle.

Primary resource: Teacher Guide Section 50 + Student Guide + Daily Deck

20 MINUTES

Standards Slide Deck Block

Provide separate standards practice using four teacher-selected decks, especially the 3.11D conventions family.

Primary resource: Four Standards Slide Decks + scripts + student response/tracking pages

KEEP THE CORE LESSON FOCUSED

The teacher guides repeatedly separate the 15-minute lesson from additional writing, small-group support, intervention, and enrichment. Protect Section 50 as the core lesson; schedule the other opportunities outside that 15-minute block.

THE HEART OF SECTION 50

The Five-Day GRADUATE Infinity Learning Cycle

Day	GRADUATE stage	What the teacher is trying to accomplish
Monday	GATHER + REVEAL	Activate what students know; create curiosity; make teacher thinking visible through explicit modeling.
Tuesday	ATTEMPT	Students try the new skill with structure, partners, games, cards, frames, or guided practice.
Wednesday	DISCUSS + USE	Students explain the thinking, then use the skill more independently.
Thursday	AWARD + TARGET	Students identify evidence of a strength, name one next step, and act on it.
Friday	EXPLAIN / EDUCATE	Students teach or explain the learning to someone else and demonstrate transfer/assessment.

WHY IT IS AN INFINITY CYCLE

Friday explanation is not an ending point. When students explain what they understand, they reveal the next question, curiosity, misconception, or goal. That information feeds the next Gather stage.

SECTION 50 • DAY 1

Monday: Gather + Reveal

Monday is the teacher-modeling day. The goal is not to get students to finish the whole skill immediately. The goal is to make the thinking visible.

Teacher move	What it sounds/looks like	What to avoid
Gather	Use the hook, prior knowledge, title/passage preview, or retrieval cue named in the lesson.	A long background lecture that consumes the 15 minutes.
Reveal	Use the teacher think-aloud, model, anchor chart, contrast, or worked example in the lesson.	Skipping the model and sending students straight to independent work.
Use the script	Read the exact teaching language where the concept, acronym, routine, or thinking move is introduced.	Paraphrasing a new term so much that the common language changes.
Check	Use the embedded check before moving on.	Assuming silence means understanding.

TEACHER VOICE ON MONDAY

Keep the core script intact for the new concept. Use your own words around it to connect to your class: a brief example, a quick question, a familiar classroom connection, or encouragement. Then return to the guide's exact terminology.

SECTION 50 • DAY 2

Tuesday: Attempt

Tuesday is the safe-practice day. Students should be doing more of the thinking than they did Monday, but the teacher still provides structure.

- Use the activity exactly for the thinking job it was designed to do: matching, sorting, building, rehearsing, annotating, or composing.
- Let students talk before they write when the lesson provides oral rehearsal.
- Use the expected student thinking to listen for the idea, not one memorized sentence.
- Do not rescue too quickly. Give the pause point, cue card, shape key, frame, or narrowed choice before giving an answer.
- Record quick notes about students who may need Section 67 support later.

SECTION 50 • DAY 3

Wednesday: Discuss + Use

Wednesday is the bridge from supported practice to meaningful independence. Discussion is not extra; it is how students make the thinking visible before they use it on their own.

During DISCUSS	During USE
Ask students to justify: Why does this evidence fit? Why is this a HOW prompt? Why is this the stronger sentence?	Require an individual product that shows the student can make the decision without the teacher doing it.
Press for the language of the strategy, not only the answer.	Use the embedded check or independent task identified in Section 50.
Use partner explanations to find misconceptions quickly.	Collect or scan the product before deciding who needs intervention, support, or enrichment.

THE BEST TIME TO MAKE INSTRUCTIONAL DECISIONS

After Wednesday's USE work, compare what you observed with Sections 24, 35, 68, and 69. This gives you a clear basis for deciding who needs a quick small group and who is ready for enrichment.

SECTION 50 • DAY 4

Thursday: Award + Target

Thursday teaches students to use evidence from their own work. Award is not a prize; it is recognition of a demonstrated strength. Target is one precise next move, not a list of everything that is wrong.

- Have the student point to or mark the exact evidence for the Award.
- Ask for one Target that can be acted on immediately.
- Give revision time. A Target without action is only a goal statement.
- Use Section 66 feedback shortcuts when you need concise language.
- Use the student tracker, Award, and Target pages as evidence of self-monitoring.

SECTION 50 • DAY 5

Friday: Explain / Educate

Friday is the transfer day. Students explain the learning to another person, apply it to a new or less-supported situation, complete the exit ticket or final check, and return to the essential/overarching question.

Friday move	Teacher purpose
Turn and Teach / Teach-Out / Partner Explanation	If students can explain the process in their own words and point to evidence, they are showing deeper understanding.
Exit Ticket / independent product	Collect evidence without supplying the answer.
Return to the essential question	Compare Monday thinking with Friday thinking.
Closure script	Name what students learned and connect the week to what comes next.
Progress evidence	Collect the tracker, Award/Target evidence, exit ticket, and any artifact named in Section 82.

FRIDAY IS NOT THE ONLY ASSESSMENT DAY

The guides mark TEACH, LEARN, and ASSESS evidence throughout the week. Friday is the clearest transfer point, but the teacher should use the entire week's evidence when deciding what students understand.

PART VI

How to Use the Teacher Scripts

The guides define a Teacher Script as exact recommended teacher language. The scripts are there to protect clarity, consistency, and the language of the instructional framework. They are not meant to erase the teacher's personality.

Use the script closely when...	Use your own words when...
A new acronym, routine, or framework is being introduced.	You are connecting the idea to a familiar classroom experience.
The teacher is modeling a thinking process or think-aloud.	You are asking follow-up questions based on what students actually say.
The wording protects a distinction students often confuse.	You are giving encouragement, wait time, partner directions, or a quick transition.
The lesson names the purpose of a color, shape, sentence part, or evidence move.	You are clarifying with another example while keeping the same concept.
The closure summarizes the learning in precise shared language.	You are conferencing with a student and responding to that student's work.

A GOOD RULE

Read the bold teaching idea exactly, then teach around it naturally. Preserve the meaning, the vocabulary, the acronym, and the thinking move; personalize the connective language.

PART VI, CONTINUED

What Not to Fill In for Students

The guides intentionally provide access supports while preserving the student's thinking job. A teacher may narrow choices, read a prompt aloud, provide a frame, use a cue card, reduce the number of practice items, or allow oral rehearsal when the module permits it. The teacher should not supply the student's reason, evidence choice, inference, thesis answer, or other piece of thinking the lesson is designed to assess.

- A sentence frame may give the beginning; the student supplies the meaningful answer.
- A narrowed evidence choice may offer two candidates; the student decides which one proves the reason.
- A named paragraph may reduce the search area; the student still selects the proof.
- Oral rehearsal may come before writing; the idea still belongs to the student.
- A teacher example should be followed by a student example, not become the student's answer.

PART VII

Use the Daily Deck and Student Guide Together

Section 50 tells the teacher when to use each companion resource. Treat the page as the conductor: when you see CLASS SLIDE or DAILY DECK, display the corresponding visual. When the lesson names a recording page, sort, card set, annotation, writing task, tracker, or exit ticket, move students into the corresponding student guide page.

Teacher Guide cue	Teacher action	Student action
CLASS SLIDE / DAILY DECK	Display the named visual; keep teaching from the guide.	Look, respond, rehearse, or record as directed.
TEACHER SCRIPT	Deliver the key language and model the thinking.	Listen for the thinking move, then respond.
Student task / product	Give the task and release the appropriate amount of responsibility.	Do the thinking on the student page or with the activity materials.
Expected student thinking	Listen for the idea and use it to guide feedback.	Explain reasoning; wording may vary when evidence supports it.
Embedded check	Stop briefly and verify understanding.	Show, say, point, sort, mark, or write the evidence requested.

KEEP THE STUDENT GUIDE ACTIVE

The student guide is not a packet to complete independently while the teacher reads the lesson. It is the student-facing workspace that makes the teacher-guided lesson visible: students mark, sort, discuss, write, revise, track, and reflect as Section 50 directs.

PART VIII

Supporting Students Without Lowering the Thinking Demand

The guide gives the teacher several layers of support. Use the lightest support that allows the student to do the thinking. Move to a more structured support only when the student still cannot access the task.

Layer	Where to find it	Use it when...
Prerequisite refresh	28. Before I Can; 29. 60-Second Retrieval	Students need a quick reminder of earlier learning before the new skill begins.
Language/access support	18. ELPS Linguistic Accommodations; 20. Rigor Safeguard	Students understand the thinking but need a different way to hear, say, see, or record it.
Anticipated misconception support	23-24. Teacher/Student Misconceptions	You see a predictable error and want the matching teacher move.
Ready Check / Look-Fors	34-35	You need to decide what to watch for before and during the lesson.
In-the-moment access	Inside Section 50: access without lowering rigor, embedded check, misconception/teacher move	A student needs a cue while remaining in the core lesson.
Quick reference support	68-69	You need an immediate teacher response to a specific student behavior.
Separate small group	67. Intervention	The student needs a short, more structured lesson after the core lesson.
Extension	70. Enrichment	The student is secure and ready to apply the same thinking with greater complexity or synthesis.

PART VIII, CONTINUED

Section 67: Intervention

Section 67 is a separate small-group opportunity, not a replacement for the 15-minute daily lesson. The module identifies the purpose, group size, time, materials, relevant standards, and step-by-step teacher moves. In many modules, the group is approximately three to five students and the activity is about 12 minutes.

WHEN TO PULL THE GROUP

Use independent evidence (especially Wednesday USE work, the Ready Check, embedded checks, or the exit ticket) to identify the exact thinking move that needs more support. Keep the group focused on that one move.

Section 70: Enrichment

Section 70 extends students who have demonstrated secure understanding. It often asks students to synthesize across texts, build a more complex response, defend a choice, or apply the structure in a new context. Treat enrichment as a separate opportunity so the core five-day cycle remains intact.

PART VIII, CONTINUED

Adjusting for a Student Without Changing the Rigor

Throughout the Supplemental Support System, the teacher guides give direct guidance on how to adjust for a student without changing the overall rigor of the assignment. The adjustment changes how a student reaches the thinking, never the thinking itself.

Where to look	What it gives the teacher
Inside Section 50	Access without lowering rigor, embedded checks, and the misconception and teacher move notes for each day.
Sections 67-69	Intervention for a small group, embedded checks and student support, and quick-reference supports for an immediate teacher response.
Section 70	Enrichment for a student who is secure and ready for greater complexity or synthesis.
Student workbook	Another Way to Show What You Know (a sentence starter and a spoken first step) and Take Your Thinking Further (an extension that drops the support and asks for cited evidence).
Content Language Support	Low stamina passages with tappable key words that show a simple picture, so a student still learning English reads the same grade-level text.
Supports for All Learners page	The IMRA site gathers differentiation and scaffolds, instructional methods, and supports for emergent bilingual students in one place.

THE RULE BEHIND EVERY SUPPORT

Narrow the path, not the destination. A student may receive a frame, a cue, fewer choices, or oral rehearsal; the student still supplies the reason, the evidence choice, the inference, and the thesis (central idea).

PART IX

Assessment: Know What Counts Before You Teach

The assessment system is intentionally distributed across the module. Do not wait until Friday to decide what learning looks like.

Section	Use
14. Evidence That Will Demonstrate Mastery	Know which products matter before Day 1.
35. Teacher Look-Fors	Listen and watch for the specific behaviors that show the learning.
51-53. Low / Medium / High Exemplars	Calibrate what developing, approaching, and secure work can look like.
54. Teacher Answer Guidance	Know what must be present and where varied supported answers are acceptable.
55. Standards Evidence Trail	See where TEACH, LEARN, and ASSESS evidence is produced.
56. Assessment Opportunities	See the formal and informal places to collect evidence.
57-59. Exit Ticket / Key / Scoring	Assess the independent transfer point accurately.
60-61. Gradebook Guidance	Convert and label the score when appropriate.
62-64. Writing Assignment / Planning / Rubric	Use the additional writing opportunity without confusing it with the core skill score.
76-78. Progress / Award / Target	Include student evidence and self-monitoring in the learning story.
82. Artifacts of Effectiveness	Preserve a small set of dated work that shows teaching and learning over time.

DO NOT GRADE THE WRONG THING

The guides often separate the primary skill from conventions or an additional writing score. Follow the module scoring principle so a minor error in a secondary area does not erase evidence of the skill the lesson was designed to measure.

PART X

Vocabulary, Readiness, and Misconceptions

Three planning habits make the 15-minute lesson much easier: know the vocabulary students will need, know the prerequisite skill, and know the mistake they are most likely to make.

Teacher question	Go to	How to use it
What words must students understand today?	30, then 36-38	Use the short Vocabulary Infusion first; consult the complete Tier 1, 2, and 3 lists as needed.
What should students already know?	28	Refresh only the prerequisite that is actually missing.
What is the quickest readiness check?	34	Use the Ready Check before adding extra instruction.
What should I watch for during the lesson?	35	Use the Look-Fors during partner talk and independent work.
What mistake might I make as the teacher?	23	Read the self-correction before teaching the skill.
What mistake might students make?	24	Use the matching teacher response rather than inventing a new explanation in the moment.

DO NOT FRONT-LOAD EVERYTHING

The vocabulary and background sections are resources, not a requirement to lecture through every word before the lesson. Teach the words students need to access the day's thinking, then let the reading, discussion, and writing give the words a job.

PART XI

The Helpful Pieces Teachers Often Miss

Family Communication: Sections 4-8

Each module includes a family communication purpose, an English family letter, a Spanish family letter, conversation starters, and simple family activities. These are designed to help families understand the week's thinking without turning family communication into a second school assignment.

Tiny Times: Section 43

Use Tiny Times for quick retrieval during transitions. These are brief, low-material moments that help keep the week's language active without extending Section 50. Use them when you have a minute; do not let them replace the core lesson.

Additional Writing: Sections 71-72

These sections give students an additional opportunity to plan, draft, revise, edit, and share. They sit outside the core 15-minute lesson. Use them when your core schedule provides additional writing time or when the module skill needs a longer application.

Auditory Engagement and Pause Points: Sections 73-74

These sections help students hear the thinking and give them time to make a decision before the teacher reveals an answer. A few seconds of deliberate wait time can prevent the lesson from becoming teacher-dominated.

At-Home Connection: Section 75

Use the home connection when it fits your campus communication plan. The goal is short conversation and practice, not heavy homework.

PART XII

Close the Module Like a Professional Learning Cycle

Section	What to do before moving on
79. Teacher Closure Script	Name the learning in shared language and help students recognize what they can now do.
80. Essential / Overarching Question, Answered	Return to the question from the beginning of the week and compare thinking.
81. Teacher Reflection	Identify patterns: who is secure, who needs support, what misconception appeared, who is ready for enrichment, and what evidence to preserve.
82. Teacher Artifacts of Effectiveness	Keep a small, dated sample of student work that shows the learning progression.
85. Teacher Reflection (This Module)	Write directly on the page after teaching. Record what worked, what you would change, pacing, students for a quick small group, a standard worth another pass, and an idea for next year.

PLEASE DO NOT SKIP SECTION 85

Section 85 turns the published guide into your working professional tool. Fill it in while the week is still fresh. The notes you make there should influence how you teach the next module and how you teach this module next year.

A Five-Minute Friday Teacher Routine

1. Stack the exit tickets and scan for the most common pattern.
2. Circle the names of students who need a quick small group and note the Section 67 focus.
3. Mark students who are ready for Section 70 enrichment.
4. Choose two or three artifacts to preserve from Section 82.
5. Complete Section 85 before you leave the module.

PART XIII

When Something Is Not Working: A Quick Teacher Troubleshooting Guide

If this happens...	Try this...
I am running out of time every day.	Re-read Section 42 and protect Section 50. Move additional writing, intervention, enrichment, and extended discussion outside the 15-minute core lesson.
Students can repeat the script but cannot do the task.	Use Wednesday USE work and Section 68/69. Ask students to explain the thinking in their own words and point to evidence.
Students are confused before the lesson even begins.	Check Section 28 prerequisites and Section 34 Ready Check. Refresh the missing prerequisite, not the entire prior module.
A student needs a lot of help writing.	Use oral rehearsal, visual supports, cue cards, frames, or reduced practice choices where permitted, but keep the student responsible for the thinking.
Students finish quickly and wait.	Use Section 70 enrichment, the next thinking-level question, or an additional application, not more of the same worksheet.
My students are making the same mistake.	Check Sections 23-24 before inventing a new explanation. Use the documented teacher move and then check again.
I am unsure what to collect.	Use Sections 14, 56, 57, 76-78, and 82. Preserve evidence that shows both the skill and growth.
The slide deck is driving the lesson instead of me.	Return to Section 50. The deck is the display partner; the teacher guide contains the instructional decision-making.
I am not sure what to say.	Use the Teacher Script for the core teaching language, then respond to students naturally in your own voice.
I am not sure what to do next week.	Complete Sections 81 and 85. Your reflection, student evidence, and progress patterns should guide the next step.

PART XIV

Your First Week Checklist

Use this checklist the first time you teach any module. After a few weeks, the repeated numbering system will make the process automatic.

- ☐ I read Section 11 and can explain the module in one sentence.
- ☐ I know the learning destination, success criteria, and evidence of learning (Sections 12-14).
- ☐ I reviewed the likely teacher and student misconceptions (Sections 23-24).
- ☐ I checked prerequisites and the Ready Check (Sections 28 and 34).
- ☐ I gathered materials and completed preparation (Sections 40-41).
- ☐ I previewed the timing map (Section 42).
- ☐ I previewed all five days in Section 50 before teaching Day 1.
- ☐ I know which Teacher Scripts I want to read closely and where I will use my own voice.
- ☐ I know where the student guide pages and Daily Deck cues appear inside Section 50.
- ☐ I previewed the exit ticket and answer guidance (Sections 54, 57-59).
- ☐ I know the Section 67 support and Section 70 enrichment options before I need them.
- ☐ I scheduled the separate 20-minute Standards Slide Deck block.
- ☐ I will collect the progress tracker, Award/Target evidence, and selected artifacts.
- ☐ I will complete Section 85 after the module.

WHAT SUCCESS LOOKS LIKE FOR THE TEACHER

By the end of the first month, you should be able to open any module, move directly to the same numbered sections, prepare in minutes, teach the five-day cycle from Section 50, use student evidence to select support or enrichment, and finish the week by writing your own professional reflection.

PART XV

Learning Literature: Books for Teachers and Students

Learning Literature extends the writing work beyond the daily lesson. The teacher books gather a whole craft into one volume a teacher can hold. The student books are original stories written to teach, so a student reads for the fun of the story while the craft underneath grows vocabulary, comprehension, and a model for strong writing.

For Teachers: The Matrix Books and The Athletic Writer

Title	Focus
The Writing Matrix	The writing genres in one clear matrix, with a teacher handout and slide deck.
The Evidence Matrix	Choosing and weighing the strongest evidence.
The Explanation Matrix	Making evidence mean something, with DEEP FACTS.
The Brainstorming Matrix	Using the Magnifying process to select the best ideas.
The Thesis Matrix	Learning how to build the three pieces of a thesis (central idea).
The Athletic Writer	The writer in training, voice by voice.

For Students: Learning Literature Books

Series	Titles
The Penny Learning Literature Series	Penny's Big Idea; Penny's Essay Tree; Penny Cracks the Case; Penny Follows the TRACKS; Penny Puts the Pieces Together; Penny Knows Just Why; Penny Makes It Stronger; Penny Sweeps It Clean; Penny Digs for DEEP FACTS; Penny Stirs It Up; Penny Climbs the Thinking Tree; Penny Grows a Word Garden; Penny Drills the Writing Process; Penny Wraps It Up with the Three Rs
Learning Literature titles	The Goosebottom Gazette; Tik Tok Setting the Clock; The Curious Case of the Clues; Mailbox Mouse; The Day the Sentences Stormed In; Writing Grows on Trees; Unbelievafantastic

HOW TO USE THEM

Use a student book as a read aloud or an independent read that connects to the writing skill of the week.

PART XV, CONTINUED

Music: Two Albums Your Class Can Use Now

Music makes the writing process stick. The Supplemental Support System currently has two albums, each with lyrics to read and sing along on the IMRA site.

Album	Songs
The Writing Process Song Collection	CSI: Evidence Is on the Way; Every Great Essay; Three Pieces to a Thesis; TREES; Leave Some TRACKS; Deep Facts; Reasons or Ways; Stir It Up; Up My Thinking Tree; Academic Word Garden; Make It Stronger; Sweep It Clean; Writing Process Drill; Three Rs Jingle
Big Word Detective: Morphology Songs	Prefixes: Numbers and Size; Where and Which Way; No and Not. Root Words: Words and Senses; Life and Earth; People and Power. Suffixes: People and Doers; States and Qualities; Describers

A QUICK WAY TO USE A SONG

Play the song that matches the week's framework during a transition or as the Monday hook, then return to it on Friday when students explain the learning.

PART XV, CONTINUED

Passages, Families, and Musical Plays

Reading Passages

All passages are printable from the website on the Grade 3 Reading Passages page, organized by cluster and module at every stamina level. The Passages Read by Randi Whitney section lets students follow along as a passage is read aloud. Content Language Support is available for every low stamina passage: key words are tappable and show a simple picture, so a student still learning English reads the same grade-level text as classmates.

Parent Portal and Homework Connection

Resource	What it is
Parent Portal	The bridge from the classroom to home. It includes the Parent Explanation Packet, a plain guide to everything a student does and why, and links to the Family Connection pages, all in English and Spanish.
Homework Connection	One short Family Connection for every module, in English and Spanish: what we are learning, something to notice together, a question to talk about, a no-materials activity, and how to help without giving the answer. It is a five-minute conversation, never a pile of assignments.

Musical Plays for Every Grade

The Supplemental Support System has a musical play for each grade level: **The Three Doors** (Grade 3), **Jasper B. Sharp** (Grade 4), and **The Newsroom** (Grade 5). Your grade's play is a Grade 3 musical on the three writing genres: narrative, informative, and argumentative.

PART XV, CONTINUED

Connecting to Your Core, Home, and Virtual Learning

Core Connection: Coloring with Purpose

The Core Connection **Coloring with Purpose** books are available for Grades 3, 4, and 5. They let a teacher select the TEKS being used in the core reading language arts instruction at that time and connect it to what The Writing Academy®, LLC has taught the students.

Homework Connection and Core Connections

The Homework Connection sends one short Family Connection home for every module, in English and Spanish. The core connections tie each module to the reading language arts resources a school already uses, so students and families see one connected picture of the learning.

Virtual Learning

All of our lessons include a virtual learning connection (Section 84). For student virtual learners, the interactive Type-In Workbooks are available: a student taps a box and types right on a phone, tablet, or computer, with no app needed, then prints or saves the work.

ONE CONNECTED SYSTEM

The weekly lesson, the student workbook, the Homework Connection, and the core connection all point to the same learning, whether a student is in the classroom, at home, or learning virtually.

PART XV, CONTINUED

Teacher Support and Training

Virtual Training Courses by Randi Whitney

1. The Three Kinds of Written Response
2. The Writing Process, from Plan to Publish
3. Teaching Students to Find and Use Text Evidence
4. Editing with Purpose
5. Revising to Make Writing Stronger
6. Building a Clear Thesis
7. Understanding the Thinking Levels
8. Growing Academic Vocabulary

In-Person Teacher Training

Beyond the virtual courses, The Writing Academy®, LLC offers in-person support for campuses, tailored to your grade levels and your goals:

- **Inservice trainings** for teachers on putting the writing process to work with confidence.
- **Writing camps.**
- **Side by side coaching** in the classroom.

COMPLIMENTARY TRAINING WITH ADOPTION

When a school or district adopts The Writing Academy®, LLC Supplemental Support System, a complimentary three hour Zoom training comes with it, to show campuses how to use all of the pieces to their fullest.

PART XVI

All Grade 3 TEKS Addressed

These are the writing TEKS addressed across The Writing Academy Supplemental Support System for Grade 3, organized by strand. Standards are assigned at the cluster level and spiral across each cluster's four modules. The TEKS Charts and the Grade 3 TEKS and ELPS Coverage Map on the IMRA site show where each one is taught.

Strand	TEKS addressed
Writing Process	3.11A(i); 3.11B(i) through (iii)
Writing Genre	3.12A(i) through (iv); 3.12B(i) through (iii); 3.12C(i) and (ii); 3.12D(i); 3.13A through 3.13H
Responding with Evidence	3.7(C), use text evidence to support an appropriate response (distributed all year)
Revising	3.11C(i) through (x)
Editing and Conventions	3.11D(i) through (xxxii)

WHERE THE EDITING STANDARDS LIVE

The primary instruction for the 3.11D editing and conventions family lives in the Standards Slide Decks, used in the separate 20-minute Standards block. Conventions also appear recursively inside the teacher guide.

KEEP THIS BESIDE YOUR LESSON PLANS

One-Page Teacher Quick Reference

Need to...	Go to...
Understand the week quickly	11-14
Check standards and rigor	15-24
Know prerequisites / Ready Check	28, 34-35
Prepare materials	40-41
See the week's timing	42
Teach today's 15-minute lesson	50
See low / medium / high examples	51-53
Check answer expectations	54
Assess / score / grade	56-66
Help a student who needs more support	67-69
Extend a student who is ready	70
Give more writing practice	71-72
Use the progress tracker / Award / Target	76-78
Close and synthesize the module	79-80
Reflect on student learning	81
Preserve evidence	82
Teach virtually	84
Write your own after-teaching reflection	85

50

teach the week

67

separate intervention

70

separate enrichment

85

your after-teaching reflection

A CLOSING WORD

Final Encouragement

The guide is intentionally detailed so you do not have to invent the system. You are still the teacher. Use the structure to protect the learning, the scripts to protect clarity, the student evidence to guide your decisions, and your own voice to make the lesson feel human. Teach the 15 minutes well, let students do the thinking, and use the reflection page to make the next week stronger.