



THE WRITING ACADEMY®, LLC

Module 1

TREES and Shaping the Prompt

Grade 3 · Cluster 2

Tackling TEKS · Reading & Writing

3.11B(i) · 3.12B · 3.12B(i) · 3.12B(ii) · 3.12B(iii)



★ Meet Our Week!

Week 1 · Low Stamina

★ Daily Deck

I Will...

- Teach students to mark the topic with a red circle.
- Teach students to mark the charge with a yellow box.
- Teach students to mark the clue word with a green triangle.
- Teach students to decide whether the prompt requires WHY or HOW thinking.
- Teach students to explain the task before writing.

I Can...

- Look for the noun of importance identified accurately.
- Look for the verb of importance identified accurately.
- Look for the WHY or HOW clue word identified accurately.
- Listen for a partner explanation that preserves the prompt's meaning.



TREES and Shaping the Prompt

Day 1 · Gather & Reveal

★ Daily Deck

Low Stamina

informational text

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

Would you rather have a seed or a bag of sunlight? Show one finger for a seed and two for sunlight.

Sunlight cannot grow a plant by itself. Today you will grow ideas by first preparing the ground.





Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!





The Growing Tree

Day 1 · Reveal

★ Daily Deck

T

Topic

the noun of importance

C

Charge

the verb of importance

CW

Clue word

WHY or HOW

Topic names the noun of importance; charge names the verb of importance;
clue word signals WHY/HOW.

Keep the three prompt shapes separate from vocabulary dots and TRACKS evidence marks.



★ Model Prompt

Day 1 · Reveal (cont.)

★ Daily Deck

Prompt-Shaping Key

Red Circle

Yellow Box

Green Triangle

Watch Me!

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

Model: You circle Laura Ingalls Wilder's stories because that is the topic. You box help because that is what the stories do. You triangle why because it tells you to give a reason.

Explain is the direction to the writer.



BOOM BOOM GRAB

Day 2 · Attempt · Partner Game

★ Daily Deck

Low Stamina

How to Play

- 1 Seat partners with the three tree cards face up and reachable.
- 2 Read the entire sentence before signaling BOOM BOOM GRAB.
- 3 First correct grab earns one point; a wrong grab gives the partner the point.
- 4 Reveal the five-item key on Module Slide 19 and compare scores.

Success Check: *Expect topic Carmen Lomas Garza's artwork, charge tells, clue how, and type HOW.*

Partner Prompt

Task Card

Explain how Carmen Lomas Garza's artwork tells stories about family life.

Answer

Yellow box: tells; green triangle: how; type HOW.



Explain how you know a sentence is evidence or explanation.

Use the sentence's job to support your choice.

Compare the first two prompts. Which answer would need a word like because?

How does your clue word tell you?

Invite students to connect a family memory or tradition to one of the passages.

Student Directions: “Have students briefly retell how Wilder and Garza preserve memories, then compare written stories with pictures.”



Prompt Shaping Practice

Day 3 · Discuss (cont.)

★ Daily Deck

How does your clue word tell you?

Topic

Charge

Clue word

A correct classification includes a justification from the clue word.





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

Explain why Laura Ingalls Wilder's stories help readers understand history.

2

Explain how Carmen Lomas Garza's artwork tells stories about family life.

3

Explain why Laura Ingalls Wilder became an important author.

Students work alone: red circle, yellow box, green triangle, then WHY or HOW.



★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Point to one mark that shows your strongest work.

- You can find important parts of a prompt before you write.
- You are growing strong writing roots!
- Invite students to place a star on their tree.

Target 🎯

Have students complete the next-step goal stem and rehearse it with a partner.

Curiosity Questions

Ask how understanding a prompt strengthens an answer, why prompts use WHY/HOW, and how evidence makes writing believable.



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

Explain why Carmen Lomas Garza painted everyday family moments.

Have the student write one sentence explaining the prompt's task to a friend.

The final sentence must identify the task as giving a reason for painting everyday family moments.



★ Prompt Detective

Small-Group Support

★ Daily Deck

Use Prompt Detective to rebuild topic, charge, and clue-word selection with fewer choices and oral rehearsal.

First find and say the topic, then the charge, then the clue word.

Add your red circle, yellow box, and green triangle.

Now show on your own how you know whether the prompt asks WHY or HOW.

Provide oral frames identifying the noun of importance, verb of importance, clue word, and WHY/HOW type.

Have students underline and say the noun, then the verb, then the clue word, one at a time.

★ Tree Builder Challenge

Enrichment · Write in your notebook

Have students shape the Wilder HOW prompt, then draw a full tree. Invite comparison with how Garza uses pictures to preserve experience.

Explain how Laura Ingalls Wilder's storytelling helps readers imagine life on the prairie.

Write a thesis (central idea) on the trunk

a reason or way on one branch

evidence on another, and an explanation on a third

★ My Progress Tracker

This tracker is for **YOU!** As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
Finds the noun of importance.	Not Yet	Getting It	I've Got It!
Finds the verb of importance.	Not Yet	Getting It	I've Got It!
Finds the clue word.	Not Yet	Getting It	I've Got It!
Distinguishes WHY from HOW.	Not Yet	Getting It	I've Got It!
Explains what the prompt asks.	Not Yet	Getting It	I've Got It!
Uses the clue word as evidence for the answer type.	Not Yet	Getting It	I've Got It!
Recognizes an ECR prompt as a statement.	Not Yet	Getting It	I've Got It!
Distinguishes thesis (central idea), evidence, and explanation.	Not Yet	Getting It	I've Got It!
Identifies a next step using evidence from marked prompts.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Preserving family histories

Connect careful reading and respectful listening to preserving family histories and cultural traditions. Both nonfiction passages offer concrete examples.

Reflect & Discuss

Ask students how stories and pictures help a community remember its past.

Let's Look at an Answer!

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

LOW

Example analysis: the student circles Laura and boxes Explain, then states that the prompt is about Laura Ingalls Wilder.

What Is Working: The student identifies the person and attempts two marks.

What Needs Improvement: The charge should be became. The green triangle is absent, and the explanation names only the topic.

Let's Look at Another Answer!

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

MEDIUM

Topic: Laura Ingalls Wilder. **Charge:** became. **Clue:** why. The student explains only that the writing is about why she is important.

What Is Working: All three parts are identified correctly.

What Needs Improvement: The final sentence does not explicitly identify the task as giving a reason.

Our Strongest Answer!

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

HIGH

The student explains that the prompt requires a reason and predicts a connector such as because.

What Is Working: The analysis names the topic, charge, clue word, answer type, and required thinking. This student is ready for the Tree Builder Challenge.

★ **This is our target!**