

Cluster 4, Module 4: Week 20

The Writing Academy, LLC
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3rd Grade Weekly Pacing Guide | The Yellow Sentence (Evidentiary Transition) | Extended Constructed Response (ECR): Craft

Essential Question: How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

Passages: "Benjamin Franklin and Electricity" and "The Founding Fathers" (Very High Stamina)

TEKS: 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); Spiral: 3.7A-G

ELPS: 1(E), 2(E), 2(F), 3(E), 3(F), 4(D), 4(E), 4(F) | **Framework:** GET SET, MICE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather with GET SET introduction. Reveal the difference between listing support and collectively referring to it. Introduce the yellow Evidentiary Transition. TLP p. 222 Deck Slide 1	A Attempt Model evidence selection: grouped vs. listed. Show why grouped collective phrase is smoother. Connect evidence to GET SET anchor chart. TLP p. 223 Deck Slides 7-9	D U Discuss + Use Discuss why the yellow Evidentiary Transition must group support. Use GET SET structure independently for two prompts. TLP p. 225 Deck Slides 22-26	A T Award + Target Strong Transition Award: students identify exact words that group support. Score independent GET SET responses. TLP p. 226 Deck Slides 31-34	E Educate + Explain Turn and Teach: identify yellow Evidentiary Transition. Explain how grouping creates a polished bridge. Exit ticket. TLP p. 227 Deck Slides 35-36
Reading Passage*	Read aloud both passages. DOT unfamiliar words. Passage annotation (TLP p. 221)	Model annotation with TRACKS. Mark key vocabulary. Passage annotation (TLP p. 221)	Return to passages for discussion and independent practice. Passage annotation (TLP p. 221)	Reread for evidence: identify key details and connections. Passage annotation (TLP p. 221)	Apply passage evidence to the writing assignment. Exit ticket. Passage annotation (TLP p. 221)
Writing* (Student Workbook)	Gather + Reveal: Stand tall like a bridge. A strong writer does not jump from a broad opening straight Workbook p. 190	Attempt: EVIDENCE GRAB Workbook p. 191	Discuss + Use: Discuss Workbook p. 194	Award + Target: 1. Award Workbook p. 197	Explain + Educate: Turn and Teach Workbook p. 199
Standards Block (20 min: 4 Triplets)	Writing Wk 20 Triplet 1 Editing Wk 20 Triplet 1 Writing Slides Editing Slides	Writing Wk 20 Triplet 2 Editing Wk 20 Triplet 2 Writing Slides Editing Slides	Writing Wk 20 Triplet 3 Evidence Wk 20 Triplet 1 Writing Slides Evidence Slides	Writing Wk 20 Triplet 4 Evidence Wk 20 Triplet 2 Writing Slides Evidence Slides	Editing Wk 20 Triplet 3-4 Evidence Wk 20 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral identification of key skill. TLP p. 222	Modeled annotation check; students identify evidence and explanation. TLP p. 223	Day 3: independent application accuracy check. Cluster 4 Assessment	Collect student work: Award reflection and specific Target. TLP p. 226	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 199
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Family Letter (TLP p. 189) Homework C4 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 190	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 190 Homework C4 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.