

G R A D E 3

Graphic Organizers for Writing



Aligned to Texas Essential Knowledge and Skills (TEKS)
19 TAC 110.5 English Language Arts and Reading

The Writing Academy®, LLC

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Graphic organizers in this collection are aligned to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Grade 3 (19 TAC 110.5).

Printed in the United States of America.

First Edition, 2026

Why We Use Graphic Organizers

What Are Graphic Organizers?

Graphic organizers are visual tools that help students organize their thinking before, during, and after writing. They provide a structured framework that makes abstract ideas visible and manageable. When students can see how ideas connect, they write with greater clarity and confidence.

Why Do They Matter for Writing?

Research in literacy education consistently shows that students who plan before writing produce stronger compositions. Graphic organizers support this planning by helping students:

- Identify and organize their thesis (central idea) and supporting details
- Select and evaluate evidence from texts
- Structure their writing to match the demands of different genres
- Revise and edit with purpose
- Build independence as writers over time

How to Use This Collection

Each organizer in this collection is aligned to a specific Texas Essential Knowledge and Skills (TEKS) standard for Grade 3 English Language Arts. The organizers are grouped by strand so teachers can quickly find the right tool for the right lesson.

Every organizer includes a blank, reproducible student page followed by a filled model example. The model shows students what quality work looks like and gives teachers a reference for instruction.

These organizers are designed to be used across multiple writing experiences throughout the year. Students benefit most when they use the same organizer repeatedly, building familiarity and fluency with each structure.

A Note on the TEKS Strands

This collection covers four TEKS strands central to writing instruction in Grade 3:

- Strand 7: Response Skills (analyzing and responding to texts)
- Strand 11: Composition (the writing process, including revising and editing)
- Strand 12: Genres (informational, argumentative, correspondence, and literary)
- Strand 13: Inquiry and Research

Table of Contents

Chapter 1: Response Skills (Strand 7)

CSI Rate the Evidence	7
CSI Rate the Evidence (Model)	8
DEEP FACTS Explanations	9
DEEP FACTS Explanations (Model)	10
TRACKS Evidence Sorter	11
TRACKS Evidence Sorter (Model)	12
"The text states..." Citation Frame	13
"The text states..." Citation Frame (Model)	14
Paraphrase Organizer	15
Paraphrase Organizer (Model)	16

Chapter 2: Composition (Strand 11)

I-Write Plan Level 1	18
I-Write Plan Level 1 (Model)	19
I-Write Plan Level 3	20
I-Write Plan Level 3 (Model)	21
Expanded I-Write Plan	22
Expanded I-Write Plan (Model)	23
Magnifying Practice	24
Magnifying Practice (Model)	25
ECR Planning Path	26
ECR Planning Path (Model)	27
Prewriting Idea Web	28
Prewriting Idea Web (Model)	29
SCR Ladder Planner	30
SCR Ladder Planner (Model)	31
Draft to Final Path	32
Draft to Final Path (Model)	33
Publishing Reflection	34
Publishing Reflection (Model)	35
Add, Delete, Combine, Rearrange (Revision)	36
Add, Delete, Combine, Rearrange (Revision) (Model)	37
Word Choice Upgrade Chart	38
Word Choice Upgrade Chart (Model)	39
Sentence Combining Practice	40
Sentence Combining Practice (Model)	41
Editing Checklist	42
Editing Checklist (Model)	43
Sentence Weather Symbols	44
Sentence Weather Symbols (Model)	45
Verb Tense Timeline	46
Verb Tense Timeline (Model)	47

Table of Contents (continued)

Chapter 3: Genres (Strand 12)

TREES Organizer	49
TREES Organizer (Model)	50
Genre Compare Chart	51
Genre Compare Chart (Model)	52
MICE and GET SET Introduction Planner	53
MICE and GET SET Introduction Planner (Model)	54
CREATURES Argument Planner	55
CREATURES Argument Planner (Model)	56
Plot Mountain for Narratives	57
Plot Mountain for Narratives (Model)	58
LEAVES Poetry Planner	59
LEAVES Poetry Planner (Model)	60
Paired Passage Venn (HABIT and RRR)	61
Paired Passage Venn (HABIT and RRR) (Model)	62

Chapter 4: Inquiry and Research (Strand 13)

Research Planner (Place, Problem, People, Transfer)	64
Research Planner (Place, Problem, People, Transfer) (Model)	65

Chapter 1

Response Skills (Strand 7)

TEKS Strand 7: Response Skills

Organizers in This Chapter:

- CSI Rate the Evidence
- DEEP FACTS Explanations
- TRACKS Evidence Sorter
- “The text states...” Citation Frame
- Paraphrase Organizer

CSI

Rate the Evidence

C = Connects to the prompt | **S = Supports the thesis (central idea)** | **I = can Infer more ideas**

Circle the rating for each piece of evidence: 1 = Weak, 2 = Medium, 3 = Strong

Paragraph where evidence is found:

Evidence #1:

C = (1) (2) (3)

S = (1) (2) (3)

I = (1) (2) (3)

Paragraph where evidence is found:

Evidence #2:

C = (1) (2) (3)

S = (1) (2) (3)

I = (1) (2) (3)

Paragraph where evidence is found:

Evidence #3:

C = (1) (2) (3)

S = (1) (2) (3)

I = (1) (2) (3)

Name: _____

Date: _____

CSI

Rate the Evidence

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

C = Connects to the prompt | **S = Supports the thesis (central idea)** | **I = can Infer more ideas**

Circle: 1 = Weak, 2 = Medium, 3 = Strong

Paragraph where evidence is found: 3

Evidence #1:

"Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground."

C = 1 2 3

Connects to recess but not to the choice

S = 1 2 3

Supports the idea that recess matters

I = 1 2 3

We can infer excitement but not much more

Paragraph where evidence is found: 4

Evidence #2:

"The sun felt warm on Beth's face. A light wind moved through the trees beside the fence."

C = 1 2 3

Connects to the setting, not the main question

S = 1 2 3

Supports the mood but not the thesis (central idea)

I = 1 2 3

Dead end: not much more to write about

Paragraph where evidence is found: 17-18

Evidence #3:

"Then Beth noticed someone sitting alone near the fence. It was Lily. She had joined their class only a few days earlier."

C = 1 2 3

Directly connects to the prompt about choices

S = 1 2 3

Supports the thesis (central idea) about kindness

I = 1 2 3

We can infer why Lily was alone and what happens next

Name: Model Student

Date: _____

DEEP FACTS

Explanation Types

Use DEEP FACTS to choose the best way to explain your evidence. Write your explanation below.

Letter	Type	What It Means
D	Definition	Clearly explains what something is
E	Example & Illustration	Specific examples to clarify
E	Expert Testimony	Insights from experts for credibility
P	Process / Step-by-Step	Breaks a concept into sequential steps
F	Facts & Statistics	Data or factual information
A	Analogy	Compares an unfamiliar concept to a familiar one
C	Comparison & Contrast	Similarities and differences
T	Tipping Point	Cause and effect: why something happens and its results
S	Story / Anecdote	Brief personal or historical story

My Evidence:

Explanation Type I Chose (circle one): D E E P F A C T S

My Explanation:

Name: _____

Date: _____

DEEP FACTS

Explanation Types

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

Use DEEP FACTS to choose the best way to explain your evidence.

Letter	Type
D	Definition
E	Example & Illustration
E	Expert Testimony
P	Process / Step-by-Step
F	Facts & Statistics
A	Analogy
C	Comparison & Contrast
T	Tipping Point
S	Story / Anecdote

My Evidence:

"Recess can give children time to move, play games, talk with friends, and take a break from classroom work."

Explanation Type I Chose: **(E)** (Example & Illustration)

My Explanation:

For example, when Beth was playing jump rope, she noticed Lily sitting alone by the fence. Beth stopped her game to invite Lily to play. This shows that recess gave Beth time to notice someone who needed a friend and make a kind choice.

Name: ____ Model Student _____

Date: _____

TRACKS

Evidence Sorter

Sort your evidence into the TRACKS categories. Write the paragraph number and the evidence.

T Time Age, era, dates, cultural details, or historical details	Para # Evidence from the text
R Reactions Reactions, solutions, resolutions, or effects	Para # Evidence from the text
A Actions Actions, problems, conflicts, or causes	Para # Evidence from the text
C Character, Concept, Creature Names of characters/people/animals, or major concepts	Para # Evidence from the text
K Key Knowledge All other important info needed for meaning	Para # Evidence from the text
S Scenery / Setting Setting characteristics through the five senses	Para # Evidence from the text

Name: _____

Date: _____

TRACKS

Evidence Sorter

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

T Time	Para 3 <i>"A moment later, Beth and her classmates spilled onto the playground."</i>
R Reactions	Para 24 <i>"Lily looked surprised."</i>
A Actions	Para 22 <i>"Beth walked over to her."</i>
C Character, Concept, Creature	Para 17-18 <i>"Beth noticed someone sitting alone near the fence. It was Lily."</i>
K Key Knowledge	Para 48 <i>"Recess can give children time to move, play games, talk with friends..."</i>
S Scenery / Setting	Para 4 <i>"The sun felt warm on Beth's face. A light wind moved through the trees beside the fence."</i>

Name: ____ Model Student _____

Date: _____

“The text states...”

Citation Frame

Use this frame to practice citing evidence correctly in your writing.

The text states,

Write the exact words from the passage inside quotation marks.

This means

Explain what the evidence means in your own words.

This is important because

Tell why this evidence matters to your thesis (central idea).

Name: _____

Date: _____

“The text states...”

Citation Frame

MODEL EXAMPLE

Based on “The Recess Question” (The Writing Academy®)

The text states,

“Sometimes recess gives us time to get to know someone new.”

This means

Beth is saying that recess is not just about running and playing. It also gives students a chance to meet someone they have not talked to before, like Lily, who was new to their class.

This is important because

This evidence supports the thesis (central idea) that recess helps students do more than exercise. Beth used her recess time to notice Lily and invite her to play, which shows that recess can help build friendships and kindness in a school community.

Name: Model Student

Date: _____

Paraphrase Organizer

Restate the author's idea in your own words. Keep the meaning. Change the words.

Original Text (copy the exact words from the passage):

Key Idea (what is the author saying?):

My Paraphrase (same meaning, my own words):

Check: Does my version keep the same meaning? Yes / No

Name: _____

Date: _____

Paraphrase Organizer

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

Original Text:

"People in a community do not always agree. Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully."

Key Idea:

People in a group may want different things, but they should listen to each other and decide together.

My Paraphrase:

In a community, people do not always have the same opinion. They may disagree, but good citizens pay attention to what others think and work together to make fair choices.

Check: Does my version keep the same meaning?

Yes. Both versions say that community members disagree but should listen and decide respectfully.

Name: Model Student

Date: _____

Chapter 2

Composition (Strand 11)

TEKS Strand 11: Composition

Organizers in This Chapter:

- I-Write Plan Level 1
- I-Write Plan Level 3
- Expanded I-Write Plan
- Magnifying Practice
- ECR Planning Path
- Prewriting Idea Web
- SCR Ladder Planner
- Draft to Final Path
- Publishing Reflection
- Add, Delete, Combine, Rearrange (Revision)
- Word Choice Upgrade Chart
- Sentence Combining Practice
- Editing Checklist
- Sentence Weather Symbols
- Verb Tense Timeline

I-Write Plan

Level 1: Getting Started

Use this plan to organize your ideas before you write.

What is the prompt asking me to do?

My Thesis (Central Idea):

Reason or Way #1:

Reason or Way #2:

How will I end my writing?

Name: _____

Date: _____

I-Write Plan

Level 1: Getting Started

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

What is the prompt asking me to do?

The prompt asks: Should our recess be longer? I need to give my opinion and support it with reasons.

My Thesis (Central Idea):

Recess should stay the same length, but students should also get a short movement break during the day.

Reason or Way #1:

Longer recess could take time away from reading, writing, math, science, and social studies.

Reason or Way #2:

A short movement break would still let students move and play without losing learning time.

How will I end my writing?

Good citizens think about what is best for everyone, not just what they want.

Name: Model Student

Date: _____

I-Write Plan

Level 3: Adding Evidence and Explanation

Plan your thesis (central idea), reasons, evidence, and explanations.

My Thesis (Central Idea):

Body Paragraph 1

Reason or Way:

Evidence (from the text):

Explanation (in my own words):

Body Paragraph 2

Reason or Way:

Evidence (from the text):

Explanation (in my own words):

Name: _____

Date: _____

I-Write Plan

Level 3: Adding Evidence and Explanation

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

My Thesis (Central Idea):

Recess should stay the same length, but students should also get a short movement break during the day.

Body Paragraph 1

Reason or Way:

Longer recess could take time away from important subjects.

Evidence:

"A school community has many needs. We need time to read, write, learn mathematics, study science and social studies, and do many other important things."

Explanation:

This shows that adding more recess would mean less time for other subjects that students need.

Body Paragraph 2

Reason or Way:

A short movement break gives students what they need without losing class time.

Evidence:

"What if we could have another short movement break instead of making recess a lot longer?"

Explanation:

Lily's idea would let students move and rest without cutting into the time the class needs for reading, writing, and other learning.

Name: Model Student

Date: _____

Expanded I-Write Plan

Full ECR Planning

Plan your introduction (SET), two body paragraphs, and conclusion (RRR).

INTRODUCTION (SET)

S: Statement of Purpose (broad opening):

E: Evidentiary Transition (bridge sentence):

T: Thesis (Central Idea) (specific answer):

BODY PARAGRAPH 1

Reason or Way:

Evidence:

Explanation:

Significance:

BODY PARAGRAPH 2

Reason or Way:

Evidence:

Explanation:

Significance:

CONCLUSION (RRR)

R1: Restate the thesis (central idea):

R2: Refer back to the evidence:

R3: Reflect on the big picture:

Name: _____

Date: _____

Expanded I-Write Plan

Full ECR Planning

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

INTRODUCTION (SET)

S: Statement of Purpose:

Recess is an important part of the school day that students look forward to.

E: Evidentiary Transition:

While many students want more time outside, the question of recess length involves thinking about the needs of the whole school community.

T: Thesis (Central Idea):

Recess should stay the same length, but students should also get a short movement break during the day.

BODY PARAGRAPH 1

Reason:

Longer recess could take time away from important subjects.

Evidence:

"We need time to read, write, learn mathematics, study science and social studies, and do many other important things."

Explanation:

Mrs. Green explains that the school day must include time for many subjects.

Significance:

This means making recess longer could reduce the time students have to learn.

BODY PARAGRAPH 2

Reason:

A movement break gives students what they need without cutting class time.

Evidence:

"What if we could have another short movement break instead of making recess a lot longer?"

Explanation:

Lily suggests a solution that helps everyone.

Significance:

This idea shows that a community can find solutions that meet more than one need.

CONCLUSION (RRR)

R1: Restate:

The best choice is to keep recess the same and add a short movement break.

R2: Refer:

The class discussion showed that both longer recess and shorter recess have advantages and disadvantages.

R3: Reflect:

Good citizens consider everyone's needs and look for solutions that help the whole community.

Name: Model Student

Date: _____

Magnifying Practice

Looking Closely at Your Writing

Choose one sentence from your draft. Magnify it by adding details, stronger words, or clearer ideas.

My Original Sentence:

Add a Detail

What detail could I add to help the reader see, hear, or feel more?

Upgrade a Word

Which word could I replace with a stronger or more specific word?

Clarify the Idea

How can I make this sentence clearer for the reader?

My Magnified Sentence:

Name: _____

Date: _____

Magnifying Practice

Looking Closely at Your Writing

MODEL EXAMPLE

Model student writing about "The Recess Question" (all quoted sentences are the model student's own writing)

My Original Sentence:

Beth went to talk to Lily.

Add a Detail

Beth stopped turning the jump rope and walked across the playground to talk to Lily, who was sitting alone by the fence.

Upgrade a Word

Change "went" to "walked over quietly" to show how Beth approached Lily.

Clarify the Idea

Beth noticed that Lily was sitting by herself and decided to invite her to join the game so she would not feel left out.

My Magnified Sentence:

Beth stopped turning the rope and walked over quietly to Lily, who was sitting alone by the fence, to ask if she wanted to join their game.

Name: Model Student

Date: _____

ECR Planning Path

Plan your Extended Constructed Response step by step.

Step 1: Read the Prompt

What is the prompt asking?

Step 2: Write Your Thesis (Central Idea)

What is your specific answer?

Step 3: Choose Your Reasons or Ways

What are two reasons or ways?

Step 4: Find Evidence

What evidence supports each reason?

Step 5: Explain the Evidence

What does the evidence mean? Why does it matter?

Step 6: Write Your Conclusion

Restate, refer, reflect.

Name: _____

Date: _____

ECR Planning Path

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

Step 1: Read the Prompt

Should our recess be longer? Give reasons and evidence.

Step 2: Thesis (Central Idea)

Recess should stay the same length, but students should also get a short movement break.

Step 3: Reasons or Ways

1) Longer recess takes time from subjects. 2) A movement break meets everyone's needs.

Step 4: Evidence

1) "We need time to read, write, learn mathematics..." 2) "What if we could have another short movement break..."

Step 5: Explanation

1) The school day must include many subjects. 2) Lily's idea helps everyone without losing learning time.

Step 6: Conclusion

R1: Keep recess, add a break. R2: Both sides had good points. R3: Good citizens find solutions for the whole community.

Name: Model Student

Date: _____

Prewriting Idea Web

Write your topic in the center. Add ideas that connect to it.

The diagram consists of seven circles arranged in a web-like structure. A central circle is positioned in the middle of the page. Surrounding it are six other circles, two in each of the three rows above and below the central circle. Each circle contains a label for a topic or idea.

Idea 1

Idea 2

Idea 3

My Topic
(write here)

Idea 4

Idea 5

Idea 6

Name: _____

Date: _____

Prewriting Idea Web

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

Moving and exercising

Playing with friends

Meeting new people

Should recess be longer?

Time for other subjects

Movement break idea

Community decisions

Name: Model Student

Date: _____

SCR Ladder Planner

Short Constructed Response

An SCR has exactly 3 sentences: thesis (central idea), evidence, explanation.

Sentence 1: Thesis (Central Idea)

Your specific answer to the prompt

Sentence 2: Evidence

A direct quote or detail from the text that supports your thesis (central idea)

Sentence 3: Explanation

Tell what the evidence means and why it matters

Name: _____

Date: _____

SCR Ladder Planner

Short Constructed Response

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

Sentence 1: Thesis (Central Idea)

Recess is important because it gives students time to play, move, and make friends.

Sentence 2: Evidence

The text states, "Sometimes recess gives us time to get to know someone new."

Sentence 3: Explanation

This shows that recess does more than let students exercise. It also helps students like Beth notice and include someone new, which builds kindness in the school community.

Name: ____ Model Student _____

Date: _____

Draft to Final Path

Track your writing from first draft to final copy.

1. Prewrite / Plan

Done? ☐

2. First Draft

Done? ☐

3. Revise (Add, Delete, Combine, Rearrange)

Done? ☐

4. Edit (Spelling, Punctuation, Grammar)

Done? ☐

5. Final Copy / Publish

Done? ☐

Name: _____

Date: _____

Draft to Final Path

MODEL EXAMPLE

Model student writing about "The Recess Question" (all quoted sentences are the model student's own writing)

1. Prewrite / Plan

I used an I-Write Plan to organize my thesis (central idea) and two reasons.

Done? [✓]

2. First Draft

I wrote three paragraphs: an introduction, two body paragraphs, and a conclusion.

Done? [✓]

3. Revise

I added a detail about Lily and combined two short sentences: "Beth walked over. Beth asked Lily to play." became "Beth walked over and asked Lily to play."

Done? [✓]

4. Edit

I checked for capital letters at the start of each sentence, correct end punctuation, and spelling.

Done? [✓]

5. Final Copy

I copied my revised and edited writing neatly and read it one more time.

Done? [✓]

Name: Model Student

Date: _____

Publishing Reflection

After you finish your final copy, reflect on your writing process.

What is the title of your writing?

What is your thesis (central idea)?

What part of your writing are you most proud of? Why?

What was the hardest part of this writing? How did you work through it?

What would you do differently next time?

Who would you like to share this writing with? Why?

Name: _____

Date: _____

Publishing Reflection

MODEL EXAMPLE

Model student writing about "The Recess Question"

What is the title of your writing?

The Recess Question: What Should Our Class Decide?

What is your thesis (central idea)?

Recess should stay the same, but a short movement break would help everyone.

What part are you most proud of?

I am proud of my explanation about Lily's idea because it shows a solution that helps the whole class.

What was the hardest part?

Choosing evidence was hard because many sentences were interesting. I had to pick the ones that best supported my thesis (central idea).

What would you do differently?

I would add a third body paragraph about what recess means to different students.

Who would you share this with?

I would share it with Mrs. Green because our class discussion inspired my writing.

Name: Model Student

Date: _____

Add, Delete, Combine, Rearrange

Revision Chart

Use this chart to revise your draft. For each change, write what you did and why.

Revision Type	What I Changed	Why I Changed It
ADD What new details, sentences, or words did you add?		
DELETE What did you take out because it did not support your idea?		
COMBINE Which sentences did you join to make your writing flow?		
REARRANGE What did you move to a better place in your writing?		

Name: _____

Date: _____

Add, Delete, Combine, Rearrange

Revision Chart

MODEL EXAMPLE

Model student writing about "The Recess Question" (all quoted sentences are the model student's own writing)

Revision Type	What I Changed	Why I Changed It
ADD	Added: "Beth knew that one small act of kindness could change someone's whole day."	It helped explain why Beth walked over to Lily. It made the essay stronger.
DELETE	Removed: "The playground was big." It did not help the reader understand Beth's choice.	That sentence was not important to the thesis (central idea). It was just extra information.
COMBINE	Joined: "Beth walked over. Beth asked Lily to play." into "Beth walked over and asked Lily to play."	Two short sentences sounded choppy. One longer sentence flows better for the reader.
REARRANGE	Moved the sentence about the jump ropes so it came before the part about Lily sitting alone.	The reader needed to know what Beth was doing first, before she noticed Lily by the fence.

Name: ____ Model Student _____

Date: _____

Word Choice Upgrade Chart

Find weak or repeated words in your draft. Replace them with stronger, more specific words.

Original Word	Upgraded Word	Why It Is Better

Name: _____

Date: _____

Word Choice Upgrade Chart

MODEL EXAMPLE

Model student writing about "The Recess Question"

Original Word	Upgraded Word	Why It Is Better
said	explained	Shows she gave details
went	walked over	More specific action
happy	grateful	Deeper feeling
good	thoughtful	Describes the quality
big	important	Matches the meaning
got	received	More precise verb
nice	kind	Stronger character word
a lot	several	More specific amount

Name: Model Student

Date: _____

Sentence Combining Practice

Combine two short sentences into one longer, smoother sentence.

Set 1

Sentence A: _____

Sentence B: _____

Combined: _____

Set 2

Sentence A: _____

Sentence B: _____

Combined: _____

Set 3

Sentence A: _____

Sentence B: _____

Combined: _____

Set 4

Sentence A: _____

Sentence B: _____

Combined: _____

Set 5

Sentence A: _____

Sentence B: _____

Combined: _____

Name: _____

Date: _____

Sentence Combining Practice

MODEL EXAMPLE

Model student writing about "The Recess Question" (all quoted sentences are the model student's own writing)

Set 1

Sentence A: Beth walked over.

Sentence B: Beth asked Lily to play.

Combined: *Beth walked over and asked Lily to play.*

Set 2

Sentence A: Max wanted longer recess.

Sentence B: Ava agreed with him.

Combined: *Max wanted longer recess, and Ava agreed with him.*

Set 3

Sentence A: The class discussed the question.

Sentence B: They listened to each other.

Combined: *The class discussed the question and listened to each other.*

Set 4

Sentence A: Lily was new.

Sentence B: Lily was sitting alone.

Combined: *Lily was new and was sitting alone near the fence.*

Set 5

Sentence A: Recess was short.

Sentence B: The students wanted more time.

Combined: *Even though recess was short, the students wanted more time to play.*

Name: Model Student

Date: _____

Editing Checklist

Check each item after you have edited your writing. Mark Yes, No, or Fixed.

Item	Yes	No	Fixed
Every sentence begins with a capital letter.	☐	☐	☐
Every sentence ends with the correct punctuation mark (. ? !)	☐	☐	☐
Proper nouns are capitalized (names of people, places, titles).	☐	☐	☐
All words are spelled correctly (check with a dictionary if unsure).	☐	☐	☐
Subject and verb agree (the dog runs, the dogs run).	☐	☐	☐
Verb tenses are consistent (past, present, or future throughout).	☐	☐	☐
Commas are used correctly in lists and after introductory words.	☐	☐	☐
Quotation marks are used correctly around dialogue or text evidence.	☐	☐	☐
Apostrophes are used correctly in contractions and possessives.	☐	☐	☐
Each paragraph is indented.	☐	☐	☐
Sentences are complete (no fragments or run-ons).	☐	☐	☐
My writing is neat and ready to share.	☐	☐	☐

Name: _____

Date: _____

Editing Checklist

MODEL EXAMPLE

Model student writing about "The Recess Question"

Item	Yes	No	Fixed
Every sentence begins with a capital letter.	✓		
Every sentence ends with correct punctuation.	✓		
Proper nouns are capitalized. <i>Fixed: changed 'mrs. green' to 'Mrs. Green'</i>		✓	✓
All words are spelled correctly. <i>Fixed: changed 'becuase' to 'because'</i>		✓	✓
Subject and verb agree.	✓		
Verb tenses are consistent. <i>Fixed: changed 'Beth walks' to 'Beth walked'</i>		✓	✓
Commas used correctly.	✓		
Quotation marks used correctly.	✓		
Apostrophes used correctly.	✓		
Each paragraph is indented.	✓		
Sentences are complete.	✓		
Writing is neat and ready to share.	✓		

Name: Model Student

Date: _____

Sentence Weather Symbols

Parts of Speech Practice

Identify the parts of speech in each sentence using Sentence Weather symbols.

Symbol Key:

Sun = Common Noun | Smiley Sun = Proper Noun | Moon = Pronoun | Raindrop = Verb | Two Raindrops = Adverb
 Star = Adjective | Dot = Article | Bolt = Interjection | Cloud = Preposition | Rainbow = Conjunction

Sentence 1:

Write the sentence, then draw weather symbols above each word.

Sentence 2:

Write the sentence, then draw weather symbols above each word.

Sentence 3:

Write the sentence, then draw weather symbols above each word.

Sentence 4:

Write the sentence, then draw weather symbols above each word.

Name: _____

Date: _____

Sentence Weather Symbols

Parts of Speech Practice

MODEL EXAMPLE

Model student writing about "The Recess Question"

Symbol Key: Sun=Common Noun | Smiley Sun=Proper Noun | Moon=Pronoun | Raindrop=Verb | Star=Adjective | Dot=Article | Cloud=Preposition | Rainbow=Conjunction

Sentence: Beth walked over to Lily.

Smiley Sun=Beth | Raindrop=walked | Cloud=over to | Smiley Sun=Lily

Sentence: Lily looked surprised.

Smiley Sun=Lily | Raindrop=looked | Star=surprised

Sentence: The students placed their ballots in a box.

Dot=The | Sun=students | Raindrop=placed | Moon=their | Sun=ballots | Cloud=in | Dot=a | Sun=box

Name: Model Student

Date: _____

Write the same verb in all three tenses. Then write a sentence for each.

Past	Present	Future

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Date: _____

Verb Tense Timeline

MODEL EXAMPLE

Model student writing about "The Recess Question"

Past	Present	Future
walked	walks	will walk
noticed	notices	will notice
decided	decides	will decide
explained	explains	will explain
jumped	jumps	will jump

Sentences:

Sentence: Beth walked over to Lily during recess.

Sentence: Beth noticed someone sitting alone near the fence.

Sentence: The class decided by voting with paper ballots.

Sentence: Mrs. Green explained why good decisions take time.

Sentence: Lily jumped rope with Beth and Ava.

Name: Model Student

Date: _____

Chapter 3

Genres (Strand 12)

TEKS Strand 12: Genres

Organizers in This Chapter:

- TREES Organizer
- Genre Compare Chart
- MICE and GET SET Introduction Planner
- CREATURES Argument Planner
- Plot Mountain for Narratives
- LEAVES Poetry Planner
- Paired Passage Venn (HABIT and RRR)

TREES

ECR Writing Plan

T = Thesis | R = Reasons or Ways | E = Evidence | E = Explanation | S = Significant Inferencing

T: Thesis (Central Idea)

Write your specific answer to the prompt.

R: Reasons or Ways

List the reasons or ways that support your thesis (central idea).

E: Evidence

Copy evidence from the text that supports each reason.

E: Explanation

Explain what the evidence means in your own words.

S: Significant Inferencing

Go beyond the text. What bigger idea does this connect to?

Name: _____

Date: _____

TREES

ECR Writing Plan

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

T = Thesis | R = Reasons or Ways | E = Evidence | E = Explanation | S = Significant Inferencing

T: Thesis (Central Idea)

Recess should stay the same length, but students should also get a short movement break during the day.

R: Reasons or Ways

1) Longer recess takes time from other subjects. 2) A movement break helps everyone.

E: Evidence

1) "We need time to read, write, learn mathematics, study science and social studies, and do many other important things." 2) "What if we could have another short movement break instead of making recess a lot longer?"

E: Explanation

Mrs. Green shows the class that many subjects need time during the school day. Lily's idea of a movement break would help students without cutting into learning time.

S: Significant Inferencing

This connects to a bigger idea about how communities make decisions. Good citizens do not just think about what they want. They consider what works best for everyone.

Name: ____ Model Student _____

Date: _____

Genre Compare Chart

Compare two genres by listing their features side by side.

Genre 1: _____	Genre 2: _____
Purpose	Purpose
Structure	Structure
Language / Tone	Language / Tone
Key Features	Key Features
Example	Example

Name: _____

Date: _____

Genre Compare Chart

MODEL EXAMPLE

Informational	Argumentative
Purpose <i>Inform or explain a topic</i>	Purpose <i>Convince the reader of a claim</i>
Structure <i>Intro, body paragraphs, conclusion</i>	Structure <i>Claim, reasons, evidence, counterargument, conclusion</i>
Language / Tone <i>Objective, factual</i>	Language / Tone <i>Persuasive, logical</i>
Key Features <i>Facts, details, examples</i>	Key Features <i>Claim, reasons, rebuttal, call to action</i>
Example <i>Explaining why the Nile River helped farmers</i>	Example <i>Arguing that recess should stay the same</i>

Name: Model Student

Date: _____

MICE and GET SET

Introduction Planner

MICE: My Inference = Connections I have + Evidence I have found
 SET: S = Statement of Purpose | E = Evidentiary Transition | T = Thesis (Central Idea)

GET SET Introduction

S: Statement of Purpose (broad opening):

E: Evidentiary Transition (bridge sentence):

T: Thesis (Central Idea) (specific answer):

MICE Significance Sentence

Signal phrase: Ultimately, / The big picture is, / From this we can learn that,

Name: _____

Date: _____

MICE and GET SET

Introduction Planner

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

MICE: My Inference = Connections I have + Evidence I have found

SET: S = Statement of Purpose I E = Evidentiary Transition I T = Thesis (Central Idea)

GET SET Introduction

S: Statement of Purpose:

Recess is a part of every school day that students look forward to.

E: Evidentiary Transition:

While students enjoy time outside, the question of how long recess should last involves thinking about the needs of the whole school community.

T: Thesis (Central Idea):

Recess should stay the same length, but students should also get a short movement break during the day.

MICE Significance Sentence

Ultimately, this decision is not just about recess. It is about how a community listens to one another, considers different ideas, and works together to find the best solution for everyone.

Name: ____ Model Student _____

Date: _____

CREATURES

Argument Planner

C=Claim | R=Reasons | E=Evidence | A=Argument | T=Thinking | U=Understanding Others | R=Rebuttal | E=Ending | S=Significance

C: Claim

What is your position?

R: Reasons

Why do you believe this?

E: Evidence

What evidence supports your reasons?

A: Argument

How does the evidence prove your point?

T: Thinking

What deeper thinking supports your argument?

U: Understanding Others

What might someone who disagrees say?

R: Rebuttal

How would you respond to the other side?

E: Ending

How will you conclude?

S: Significance

Why does this matter beyond this topic?

Name: _____

Date: _____

CREATURES

Argument Planner

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

C=Claim | R=Reasons | E=Evidence | A=Argument | T=Thinking | U=Understanding Others | R=Rebuttal | E=Ending | S=Significance

C: Claim

Recess should stay the same, but students should get a short movement break.

R: Reasons

1) Longer recess takes time from subjects. 2) A movement break meets everyone's needs.

E: Evidence

"We need time to read, write, learn mathematics, study science and social studies, and do many other important things."

A: Argument

The school day is full of important subjects. Making recess longer would mean less time for those subjects.

T: Thinking

A community works best when people think about everyone's needs, not just their own.

U: Understanding Others

Some students want longer recess because they need more time to move and play with friends.

R: Rebuttal

A movement break gives students that time without taking away from classroom learning.

E: Ending

Good citizens listen, consider, and find a solution that works for the whole class.

S: Significance

This shows how communities make decisions by balancing what different people need.

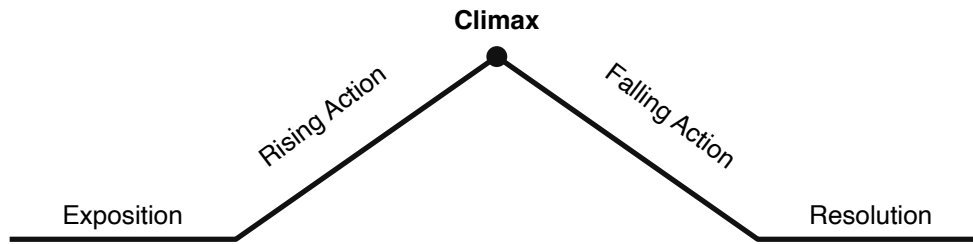
Name: Model Student

Date: _____

Plot Mountain

for Narratives

Plan your narrative by filling in each part of the plot mountain.



Exposition (Beginning):

Rising Action:

Climax:

Falling Action:

Resolution (Ending):

Name: _____

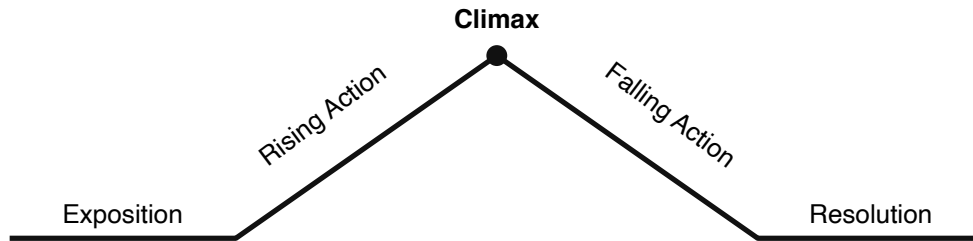
Date: _____

Plot Mountain

for Narratives

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)



Exposition:

Beth and her classmates go out for recess. Beth plays jump rope with Ava and Max.

Rising Action:

Beth notices Lily sitting alone by the fence. Lily is new to the class.

Climax:

Mrs. Green asks the class to discuss whether recess should be longer. The class shares reasons and listens to each other.

Falling Action:

Lily suggests a movement break. The class votes with paper ballots.

Resolution:

Beth realizes that the question was about more than recess. It was about how communities make decisions together.

Name: Model Student

Date: _____

LEAVES

Poetry Planner

L = Lines & Layout | E = Emotion & Experience | A = Artistic Language | V = Voice | E = Echo & Sound | S = Significance

L: Lines & Layout

How will you arrange your words, lines, and stanzas?

E: Emotion & Experience

What feeling or experience do you want to communicate?

A: Artistic Language

What imagery, metaphor, or comparison will you use?

V: Voice

Who is speaking? Whose perspective?

E: Echo & Sound

What rhyme, rhythm, or repetition will you include?

S: Significance

Why does the poem matter? What is the larger idea?

Name: _____

Date: _____

LEAVES

Poetry Planner

MODEL EXAMPLE

Student poem inspired by the recess theme

L = Lines & Layout | E = Emotion & Experience | A = Artistic Language | V = Voice | E = Echo & Sound | S = Significance

L: Lines & Layout

Four lines in one stanza. Short, deliberate lines that build toward a message about friendship.

E: Emotion & Experience

The feeling of noticing someone who is alone and choosing to reach out.

A: Artistic Language

Use comparison: "A smile can open a door that was never locked."

V: Voice

First person: a student speaking about what they saw and felt during recess.

E: Echo & Sound

Repeat "I saw" at the start of two lines. End lines 2 and 4 with rhyming words.

S: Significance

Small choices, like inviting someone to play, can make a big difference in a community.

Name: Model Student

Date: _____

HABIT and RRR

RRR: R1 = Restate | R2 = Refer | R3 = Reflect

[illegible]

Date: _____

Paired Passage Venn

HABIT and RRR

MODEL EXAMPLE

Comparing two passages from paired passage clusters

HABIT: Habitual Actions Build Independent Thinkers | RRR: R1=Restate | R2=Refer | R3=Reflect

Passage 1 <i>Focuses on one specific person</i> <i>Uses dialogue to show feelings</i>	Both <i>Both are informational</i> <i>Both support a thesis</i>	Passage 2 <i>Covers a broader topic or group</i> <i>Uses facts and data as evidence</i>

Name: ____ Model Student _____

Date: _____

Chapter 4

Inquiry and Research (Strand 13)

TEKS Strand 13: Inquiry and Research

Organizers in This Chapter:

- Research Planner (Place, Problem, People, Transfer)

Research Planner

Place, Problem, People, Transfer

Use this planner to organize your research on a topic.

My Research Question:

Place: Where does this topic happen or matter?

Problem: What problem or question does this topic address?

People: Who is involved or affected?

Transfer: What can we learn that applies to other situations?

Sources I Used:

Name: _____

Date: _____

Research Planner

Place, Problem, People, Transfer

MODEL EXAMPLE

Based on "The Recess Question" (The Writing Academy®)

My Research Question:

Should our recess be longer, or should we find another solution?

Place:

Our school and our classroom. The playground and the classroom are both important places in our school community.

Problem:

Students want more recess time, but making recess longer could take time away from reading, writing, math, science, and social studies.

People:

Students (Beth, Ava, Max, Lily), the teacher (Mrs. Green), and the whole class community.

Transfer:

Communities everywhere face decisions where different people want different things. The process of listening, discussing, and voting can help any group make fair decisions.

Sources I Used:

"The Recess Question" by The Writing Academy. Class discussion notes. Our school schedule.

Name: Model Student

Date: _____