

G R A D E 5

Graphic Organizers for Writing



Aligned to Texas Essential Knowledge and Skills (TEKS)
19 TAC 110.7 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 5 (19 TAC 110.7).

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 5 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 5:

- 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

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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 "From Tension to Revolution" (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: 1

Evidence #1:

"Although Great Britain gained land, it also gained significant debt."

C = 1 2 3

Connects to the cause but not directly to revolution

S = 1 2 3

Supports the idea of growing problems

I = 1 2 3

We can infer Britain needed money but not much more

Paragraph where evidence is found: 2

Evidence #2:

"It required colonists to pay taxes on printed materials such as newspapers and legal documents."

C = 1 2 3

Directly connects to the prompt about unfair treatment

S = 1 2 3

Supports the thesis (central idea) about taxation

I = 1 2 3

We can infer anger but the quote does not say it

Paragraph where evidence is found: 4

Evidence #3:

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

C = 1 2 3

Directly connects to the prompt about what caused revolution

S = 1 2 3

Supports the thesis (central idea) about growing resistance

I = 1 2 3

We can infer the colonies would unite against Britain

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 "From Tension to Revolution" (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:

"It required colonists to pay taxes on printed materials such as newspapers and legal documents."

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

My Explanation:

For example, the Stamp Act forced colonists to pay for something they had no say in choosing. This shows that Parliament's decision to tax without representation gave colonists a concrete reason to feel that their rights were being taken away.

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 "From Tension to Revolution" (The Writing Academy®)

T Time	Para 1 <i>"Before the American Revolution, the thirteen colonies were part of Great Britain."</i>
R Reactions	Para 2 <i>"They argued that it was unfair to be taxed without a voice."</i>
A Actions	Para 3 <i>"Colonists dumped tea into Boston Harbor."</i>
C Character, Concept, Creature	Para 3 <i>"Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas."</i>
K Key Knowledge	Para 4 <i>"The colonists learned that there is strength in numbers."</i>
S Scenery / Setting	Para 1 <i>"Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand."</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 “From Tension to Revolution” (The Writing Academy®)

The text states,

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

This means

The colonists are saying that paying taxes without having a representative in Parliament was unjust. They believed that a government should not make decisions for people who have no voice in those decisions.

This is important because

This evidence supports the thesis (central idea) that unfair treatment helped unite the colonies against British rule. The colonists used the idea of taxation without representation to explain why they deserved a voice, which helped build support for independence.

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 "From Tension to Revolution" (The Writing Academy®)

Original Text:

"Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies."

Key Idea:

Winning the war gave Britain more territory but also a large debt, so Parliament taxed the colonies to get money back.

My Paraphrase:

Great Britain ended up with more land after the French and Indian War, but the cost of fighting left the country in debt. To make up for the lost money, the British government added new taxes that the colonists had to pay.

Check: Does my version keep the same meaning?

Yes. Both versions say that Britain's war debt led to new taxes on the colonies.

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 "From Tension to Revolution" (The Writing Academy®)

What is the prompt asking me to do?

The prompt asks: Why did the colonists decide to fight for independence? I need to explain the causes using evidence.

My Thesis (Central Idea):

The colonists fought for independence because unfair taxes and harsh British laws convinced them that they deserved a voice in their own government.

Reason or Way #1:

The Stamp Act and other taxes were unfair because colonists had no representatives in Parliament.

Reason or Way #2:

The Intolerable Acts punished the colonies and took away their rights, pushing them closer to revolution.

How will I end my writing?

When people feel that their rights are taken away, they find the courage to stand together and fight for change.

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 "From Tension to Revolution" (The Writing Academy®)

My Thesis (Central Idea):

The colonists fought for independence because unfair taxes and harsh British laws convinced them that they deserved a voice in their own government.

Body Paragraph 1**Reason or Way:**

Taxes without representation made colonists feel that their rights were being ignored.

Evidence:

"They argued that it was unfair to be taxed without a voice, which led to the phrase taxation without representation."

Explanation:

This shows that the colonists believed a government should not make decisions for people who have no say in those decisions.

Body Paragraph 2**Reason or Way:**

Harsh laws pushed the colonies closer together against British control.

Evidence:

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

Explanation:

Instead of stopping resistance, these punishments convinced the colonies that they needed to unite and fight for their independence.

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 "From Tension to Revolution" (The Writing Academy®)

INTRODUCTION (SET)

S: Statement of Purpose:

Throughout history, people have stood up when they believed their rights were in danger.

E: Evidentiary Transition:

In the years before the American Revolution, a series of taxes and laws changed the relationship between Great Britain and the colonies.

T: Thesis (Central Idea):

The colonists fought for independence because unfair taxes and harsh British laws convinced them that they deserved a voice in their own government.

BODY PARAGRAPH 1

Reason:

Taxes without representation made colonists feel their rights were ignored.

Evidence:

"They argued that it was unfair to be taxed without a voice."

Explanation:

The colonists believed that Parliament had no right to tax people who could not vote or send representatives.

Significance:

This means the idea of fairness in government became a driving force behind the push for independence.

BODY PARAGRAPH 2

Reason:

Harsh laws pushed the colonies closer together in resistance.

Evidence:

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

Explanation:

Britain's punishments took away freedoms instead of restoring order.

Significance:

This shows that when leaders respond to complaints with punishment, they risk uniting people against them.

CONCLUSION (RRR)

R1: Restate:

The colonists fought for independence because they were taxed unfairly and punished for resisting.

R2: Refer:

The evidence from the Stamp Act and the Intolerable Acts shows a pattern of decisions that ignored the colonists' voices.

R3: Reflect:

When people believe their rights are being taken away, they find the strength to stand together and demand change.

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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

My Original Sentence:

The colonists were upset about the taxes.

Add a Detail

The colonists in Boston and across the thirteen colonies were upset about the Stamp Act because Parliament placed taxes on printed materials without giving them a representative to speak on their behalf.

Upgrade a Word

Change "upset" to "outraged" to show the strength of the colonists' feelings.

Clarify the Idea

The colonists protested the new taxes because they believed that a government should not force people to pay without giving them a voice in the decision.

My Magnified Sentence:

The outraged colonists across the thirteen colonies protested the Stamp Act because Parliament had placed taxes on printed materials without giving them a representative to speak on their behalf.

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 "From Tension to Revolution" (The Writing Academy®)

Step 1: Read the Prompt

Why did the colonists fight for independence? Use evidence from the text.

Step 2: Thesis (Central Idea)

The colonists fought for independence because unfair taxes and harsh laws convinced them they deserved a voice.

Step 3: Reasons or Ways

1) Taxes without representation ignored their rights. 2) The Intolerable Acts pushed colonies to unite.

Step 4: Evidence

1) "They argued that it was unfair to be taxed without a voice..." 2) "Great Britain passed the Intolerable Acts, which punished the colonies..."

Step 5: Explanation

1) Colonists believed Parliament had no right to tax people without a vote. 2) Punishment united the colonies instead of stopping resistance.

Step 6: Conclusion

R1: Unfair taxes and harsh laws caused the Revolution. R2: The Stamp Act and Intolerable Acts showed a pattern. R3: People fight for change when their rights are taken away.

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 pattern. A central circle is labeled "My Topic (write here)". Surrounding it are six other circles, each labeled "Idea 1" through "Idea 6". The circles are intended for students to write their topic in the center and related ideas in the surrounding circles.

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 "From Tension to Revolution" (The Writing Academy®)

Stamp Act and taxes

Boston Massacre

Boston Tea Party

***Why did colonists fight for
independence?***

Intolerable Acts

Taxation without representation

Declaration of Independence

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 "From Tension to Revolution" (The Writing Academy®)

Sentence 1: Thesis (Central Idea)

The colonists fought for independence because unfair taxes convinced them that they deserved a voice in government.

Sentence 2: Evidence

The text states, "They argued that it was unfair to be taxed without a voice."

Sentence 3: Explanation

This shows that the colonists believed a government should not make decisions for people who have no say, which helped unite the colonies against British rule.

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 "From Tension to Revolution" (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 about the causes of the American Revolution.

Done? [✓]

2. First Draft

I wrote three paragraphs: an introduction about unfair treatment, two body paragraphs with evidence, and a conclusion.

Done? [✓]

3. Revise

I added a detail about the Intolerable Acts and combined two short sentences: "The colonists protested. The colonists dumped tea." became "The colonists protested by dumping tea into Boston Harbor."

Done? [✓]

4. Edit

I checked for capital letters on proper nouns like Stamp Act and Boston Massacre, 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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

What is the title of your writing?

From Tension to Revolution: What Should Our Class Decide?

What is your thesis (central idea)?

The colonists fought for independence because unfair taxes and harsh laws convinced them they deserved a voice.

What part are you most proud of?

I am proud of my explanation about the Intolerable Acts because it shows how punishment united the colonies instead of stopping them.

What was the hardest part?

Choosing evidence was hard because many events led to revolution. 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 how the Boston Tea Party showed that colonists were willing to take action.

Who would you share this with?

I would share it with my social studies teacher because this topic connects history to ideas about fairness and government.

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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

Revision Type	What I Changed	Why I Changed It
ADD	Added: "The colonists believed that standing together was the only way to protect their rights."	It helped explain why the colonies united. It made the essay stronger.
DELETE	Removed: "Great Britain is an island." It did not help the reader understand why the colonists rebelled.	That sentence was not important to the thesis (central idea). It was just extra information.
COMBINE	Joined: "The colonists protested. The colonists dumped tea." into "The colonists protested by dumping tea into Boston Harbor."	Two short sentences sounded choppy. One longer sentence flows better for the reader.
REARRANGE	Moved the sentence about the Stamp Act so it came before the part about protests.	The reader needed to know what caused the anger first, before learning how the colonists responded.

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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

Original Word	Upgraded Word	Why It Is Better
said	argued	Shows they defended a position
got	gained	More precise verb
big	significant	Stronger academic word
made	established	Shows authority and permanence
bad	unjust	More precise moral judgment
had	maintained	Shows ongoing action
wanted	demanded	Shows strength of feeling
put	imposed	Shows force and authority

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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

Set 1

Sentence A: The colonists protested.

Sentence B: The colonists dumped tea into the harbor.

Combined: *The colonists protested by dumping tea into Boston Harbor.*

Set 2

Sentence A: Parliament passed the Stamp Act.

Sentence B: The colonists opposed it.

Combined: *Parliament passed the Stamp Act, and the colonists strongly opposed it.*

Set 3

Sentence A: The colonies were angry.

Sentence B: They decided to unite.

Combined: *The colonies were angry, so they decided to unite against British rule.*

Set 4

Sentence A: The turtles hatched.

Sentence B: The turtles moved toward the ocean.

Combined: *The turtles hatched and immediately moved toward the ocean.*

Set 5

Sentence A: The taxes were unfair.

Sentence B: The colonists had no voice.

Combined: *Although the taxes were unfair, the colonists had no voice in Parliament.*

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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

Item	Yes	No	Fixed
Every sentence begins with a capital letter.	✓		
Every sentence ends with correct punctuation.	✓		
Proper nouns are capitalized. <i>Fixed: changed 'stamp act' to 'Stamp Act'</i>		✓	✓
All words are spelled correctly. <i>Fixed: changed 'independance' to 'independence'</i>		✓	✓
Subject and verb agree.	✓		
Verb tenses are consistent. <i>Fixed: changed 'the colonists protests' to 'the colonists protested'</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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

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

Sentence: The colonists protested the Stamp Act.

Dot=The | Sun=colonists | Raindrop=protested | Dot=the | Smiley Sun=Stamp Act

Sentence: Parliament passed harsh laws.

Smiley Sun=Parliament | Raindrop=passed | Star=harsh | Sun=laws

Sentence: The colonies united against British control.

Dot=The | Sun=colonies | Raindrop=united | Cloud=against | Star=British | Sun=control

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 single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run 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 "From Tension to Revolution" (all quoted sentences are the model student's own writing)

Past	Present	Future
protested	protests	will protest
argued	argues	will argue
passed	passes	will pass
united	unites	will unite
observed	observes	will observe

Sentences:

Sentence: The colonists protested the Stamp Act and other unfair taxes.

Sentence: The colonists argued that taxation without representation was unjust.

Sentence: Parliament passed the Intolerable Acts to punish the colonies.

Sentence: The colonies united against British control after years of unfair treatment.

Sentence: Nyla observed the sea turtles as they moved toward the ocean.

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 "From Tension to Revolution" (The Writing Academy®)

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

T: Thesis (Central Idea)

The colonists fought for independence because unfair taxes and harsh laws convinced them they deserved a voice in government.

R: Reasons or Ways

1) Taxes without representation ignored their rights. 2) The Intolerable Acts united the colonies against Britain.

E: Evidence

1) "They argued that it was unfair to be taxed without a voice." 2) "Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

E: Explanation

The Stamp Act showed colonists that Parliament did not consider their voices. The Intolerable Acts proved that Britain would punish resistance instead of listening.

S: Significant Inferencing

This connects to a bigger idea about how people respond to injustice. When a government ignores the voices of the people it governs, those people may find strength in unity and demand change.

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 how the Stamp Act led to colonial resistance</i>	Example <i>Arguing that the colonists were justified in fighting for independence</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 "From Tension to Revolution" (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:

Throughout history, people have stood up when they believed their rights were in danger.

E: Evidentiary Transition:

In the years before the American Revolution, a series of taxes and harsh laws changed the relationship between Great Britain and the colonies.

T: Thesis (Central Idea):

The colonists fought for independence because unfair taxes and harsh British laws convinced them that they deserved a voice in their own government.

MICE Significance Sentence

Ultimately, the American Revolution was not just about taxes. It was about the belief that people deserve a voice in their government and the courage to stand up when that voice is denied.

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 "From Tension to Revolution" (The Writing Academy®)

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

C: Claim

The colonists were justified in fighting for independence from Great Britain.

R: Reasons

1) Taxation without representation denied their basic rights. 2) The Intolerable Acts proved Britain would punish rather than listen.

E: Evidence

"They argued that it was unfair to be taxed without a voice, which led to the phrase taxation without representation."

A: Argument

Parliament taxed the colonists without giving them representatives. This violated the principle that people deserve a say in their government.

T: Thinking

When a government ignores its people, it risks losing their loyalty and trust.

U: Understanding Others

Some might argue that the colonies owed loyalty to Britain, which had protected them and provided trade.

R: Rebuttal

Protection does not justify silencing people. The colonists wanted fairness, not separation, until Britain refused to listen.

E: Ending

The American Revolution began because the colonists believed that a government must serve the people, not control them.

S: Significance

This connects to a larger idea that people everywhere deserve a voice in the decisions that affect their lives.

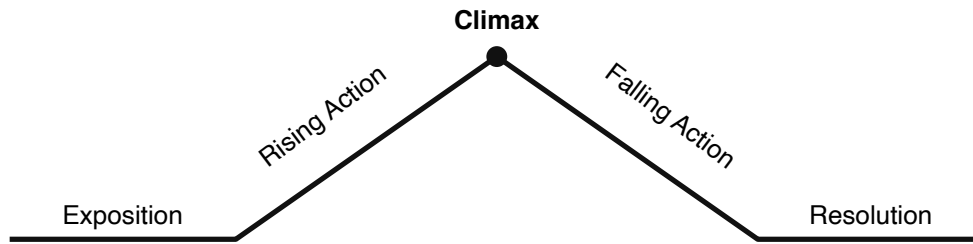
Name: Model Student

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: _____

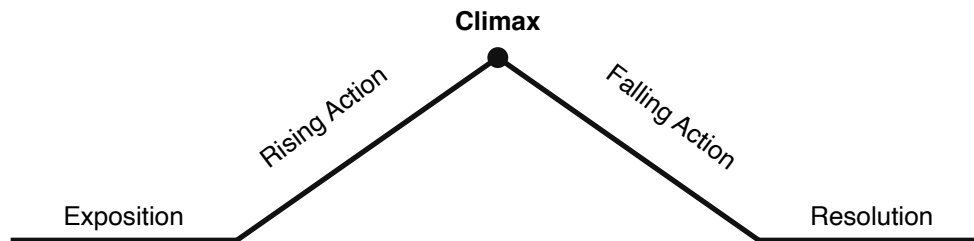
Date: _____

Plot Mountain

for Narratives

MODEL EXAMPLE

Based on "From Tension to Revolution" (The Writing Academy®)



Exposition:

Nyla stands on a beach watching sea turtles hatch from the sand and move toward the ocean.

Rising Action:

Nyla's guide explains that the turtles follow instinct. Nyla watches them face dangers as they cross the sand.

Climax:

Nyla visits a marine biology exhibit and learns that orcas rely on learned behavior, not instinct, to hunt together.

Falling Action:

The trainer explains how young orcas observe and practice, contrasting with the turtles' instinct.

Resolution:

Nyla realizes that survival depends on different kinds of knowledge, whether it is built in or learned from others.

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 revolution 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, strong lines that build toward a message about courage and change.

E: Emotion & Experience

The feeling of standing up for what is right, even when it is difficult.

A: Artistic Language

Use comparison: "A voice can break a chain that no army could shatter."

V: Voice

First person: a colonist speaking about what they saw and felt as the revolution began.

E: Echo & Sound

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

S: Significance

When people believe in fairness, they find the courage to demand change, even against powerful forces.

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 instinct and individual survival</i> <i>Uses narrative and dialogue</i>	Both <i>Both involve learning or behavior</i> <i>Both show how knowledge shapes survival</i>	Passage 2 <i>Focuses on learned behavior and teamwork</i> <i>Uses expert explanation 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 "From Tension to Revolution" (The Writing Academy®)

My Research Question:

Why did the American colonists decide to fight for independence from Great Britain?

Place:

The thirteen colonies along the eastern coast of North America, including cities like Boston where key events took place.

Problem:

Great Britain taxed the colonies to recover war debt, but the colonists had no representatives in Parliament and felt the taxes were unfair.

People:

The colonists, Parliament, Samuel Adams and the Sons of Liberty, and the British soldiers involved in events like the Boston Massacre.

Transfer:

People in any time period may resist a government that makes decisions without including the people those decisions affect. The process of uniting, protesting, and demanding representation applies to struggles for fairness everywhere.

Sources I Used:

"From Tension to Revolution" and "The Ocean Lesson" by The Writing Academy. Social studies textbook. Class discussion notes.

Name: Model Student

Date: _____