

TEA IMPLEMENTATION QUALITY EVIDENCE GUIDE

IMRA Evidence Guide, Grade 3

Where to find our evidence for each criterion of the Supplemental RLA K-5 Implementation Quality Evidence Guide

The Writing Academy®, LLC.

Supplemental Reading Language Arts (RLA) K-5
Implementation Quality Evidence Guide, Cycle Year 2027
Grade 3 evidence set

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This guide helps reviewers locate supporting evidence for The Writing Academy Supplemental Support System, Grade 3.
Each criterion states what the evidence guide asks and provides direct links to the exact supporting page and quote.

IMRA Evidence Guide, Grade 3

Criterion	What the criterion asks	Our evidence
1. Intentional Instructional Design		
1.1a — Stated purpose of the supplemental program	Materials explain the stated purpose of the supplemental program, such as additional instruction and practice, targeted remediation, or acceleration.	index.html Academy&reg;, LLC is a supplemental support to an already in place Reading Language Arts core curriculum. Our design provides additional, focused practice across the areas of ECR writing, so every student grows within the writing process, evidence collection, purpose-implementation-framework.html It is a supplement, not a replacement. It fills the gaps between the core curriculum a district already uses and a complete, connected writing experience
1.1b — Guidance to support the existing core RLA program	Materials give educators guidance on how to use the supplemental program alongside the existing core reading and language arts program.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 13 First, name the core lesson's intended learning and examine recent student work. Second, choose the supplemental module by its precise TEKS target, not simply by its topic. docs/course-overview/pacing-framework.pdf p. 3 You are not replacing the core curriculum. You are giving teachers a coordinated system that fills whatever gaps exist between the core curriculum and a complete ECR learning experience docs/g3/teacher-users-guide.pdf p. 2 It does not replace the core reading language arts instruction chosen by the district or campus. Teachers may use the full sequence in its aligned order or select individual clusters and modules to match the order of their core reading language arts instruction
1.1c — Scope and sequence with expectations, skills, and rationale	Materials include a scope and sequence that outlines student expectations, skills taught, and a rationale for the design.	docs/g3/scope-and-sequence.pdf p. 2 Each row names the genre and focus, the reading passage and its stamina level, the key framework, the main TEKS, and where the module lives in the three student-facing and teacher-facing materials: the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck. docs/g3/scope-and-sequence.pdf p. 4 3.11A(i), 3.11C(i), 3.12A(i), 3.12A(ii) Editing: 3.11D (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix), (x), (xi), (xxxii) docs/g3/scope-explanation.pdf p. 4 The nine clusters and their four modules never change order or content. Each cluster moves from Low to Very High reading stamina across its four modules docs/g3/scope-explanation.pdf p. 3 language) practiced across the year. The Standards Slide Decks: the home of 3.11D editing instruction, with all 32 breakouts taught, scripted, and tracked. WHAT THIS HANDOUT IS NOT It is not a STAAR/SST

Criterion	What the criterion asks	Our evidence
1.1d — Time requirements and suggested pacing	Materials give guidance on time requirements such as duration and frequency, plus suggested pacing for effective implementation.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 15 Design target, five approximately 20-minute sessions per module. The timetable below is a new, inclusive pacing recommendation, readiness, transitions, practice, writing, and evidence collection must fit within the stated time docs/course-overview/pacing-framework.pdf p. 4 Daily Lesson Plan, Interactive Student Workbook, and Click-Along Slides docs/g3/scope-explanation.pdf p. 3 The daily time: a 15-minute cluster and module lesson plus a separate 20-minute Standards block. weekly-pacing-guides.html A one page map of each week, so a teacher sees the whole week at a glance and never has to hunt for the next resource
1.1e — Resources and guidance for educators	Materials include resources and guidance to support educators with implementing the materials as designed.	teacher-resources.html This page gathers the tools that live beside the daily teaching, reading passages, read aloud passages, text complexity reports, standards slide decks, spelling, and more docs/g3/teacher-users-guide.pdf p. 3 Holds the instructional plan, standards, scripts, passages, checks, supports, assessments, and reflection. docs/course-overview/design-and-imra-implementation-guide.pdf p. 16 A Workable Onboarding Sequence, Use a 45-minute staff session, 10 minutes to navigate the aligned materials, 10 to rehearse one model and contrast, 10 to score sample work together docs/internalization/lesson-internalization-manual.pdf p. 1 THE WRITING ACADEMY, LLC Lesson Internalization Training Manual A Step-by-Step Guide to Internalizing Every Cluster, Module, and Daily Lesson The Writing Academy, LLC Using the PREPARE Framework and the GRADUATE Instructional Model
1.1f — Family supports in Spanish and English	Materials contain supports for families in both Spanish and English with suggestions for supporting the progress of their student.	docs/g3/geo/tlp-prepare-geo.pdf p. 5 This week your student is beginning our PREPARE Cluster, the unit that comes before Cluster 1 and teaches students to prepare as writers. docs/course-overview/design-and-imra-implementation-guide.pdf p. 17 Ask your student to show one piece of writing or a source used in class. Listen while your student explains the idea. docs/course-overview/design-and-imra-implementation-guide.pdf p. 18 Pida a su estudiante que le muestre un escrito o una fuente usada en clase. Escuche su explicación.

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2. Progress Monitoring		
2.1a — Appropriate instructional assessments for the stated purpose	Materials include instructional assessments appropriate for the stated purpose, such as diagnostic, formative, and summative assessments.	assessments.html The three diagnostics place each student on the thinking-level ladder, and the cluster companions turn that evidence into the next teaching move, building toward STAAR/SST docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 1 A low-stakes narrative readiness assessment that identifies not only what students can produce, but the level of thinking they currently demonstrate within each TRAILS component docs/assessments/g3/g3-cluster-1.pdf p. 3 The 5-question Multiple-Choice Check (next pages): a fast selected-response grade of central-idea recognition. docs/assessments/summative/g3-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 3 Clusters Prepare, 1, and 2 Narrative Planning and Genre Selection, Informational Single Constructed Response (SCR), and Extended Constructed Response (ECR) with the TREE Framework The Writing Academy, LLC
2.1b — Definition and intended purpose of assessments	Materials include the definition and intended purpose for each instructional assessment included.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 19 An assessment is useful when its result answers an instructional question. docs/assessments/g3/g3-cluster-1.pdf p. 4 Purpose: a quick, gradeable check of 3.12B(i): identifying and supporting a clear central idea. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page. The Writing
2.1c — Consistent and accurate assessment administration	For educator-administered assessments, materials include guidance to ensure consistent and accurate administration.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Administration Routine. Before starting, confirm the target, time, materials, allowed source access, response mode, and documented accommodations. Remove answer keys and worked examples for the current item. Read the same directions to all students docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 2 Teacher Administration Guide, What to say, what to provide, and what not to coach
2.1d — Assessment items at varying levels of complexity	Instructional assessments include items at varying levels of complexity and a variety of item types.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Complexity comes from the reasoning required, not merely from changing the item type. docs/assessments/g3/g3-cluster-1.pdf p. 3 Student writes a central-idea sentence for the passage and underlines one detail that proves it. docs/assessments/diagnostics/thinking-level-ladders.pdf p. 1 One ladder per area, the same five levels, a plain can-do statement on every rung

Criterion	What the criterion asks	Our evidence
2.2a — Scoring information and interpreting performance	Instructional assessments and scoring information provide guidance for interpreting student performance.	docs/assessments/g3/g3-cluster-1.pdf p. 6 CLUSTER 1 · MODULE 1 · SCORING THE WRITTEN RESPONSE Exemplars & Rubric Prompt: “Write a clear central idea for a paragraph about why the Pilgrims chose Plymouth.” 3.12B(i) Pilgrims found Plymouth and it had trees and water.” 2 “The DEVELOPING · lists facts; names the topic but no controlling idea · RPLD: Emergent · Next: “Best Central Idea” artifact Pilgrims were travelers.” 1 “The BEG docs/course-overview/design-and-imra-implementation-guide.pdf p. 21 Score the primary target separately from overall product quality. docs/assessments/diagnostics/thinking-level-ladders.pdf p. 1 Read up the ladder for that writing area. Find the highest rung the work clearly shows.
2.2b — Respond to student trends in performance	Materials provide guidance for using the program to respond to student trends in assessment performance.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 After two planned review opportunities without improvement, check implementation, task comparability, attendance, language demands, and the selected teaching method. assessment-trackers.html Each tracker turns scores into Low, Medium, or High and names the next best step for each student docs/assessments/g3/g3-cluster-1.pdf p. 5 Questions 1 or 3 missed widely: the class needs more work separating a detail from a central idea.
2.2c — Tools to track student progress and growth	Materials include tools for educators to track student progress and growth, and tools for students to track their own progress and growth.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 24 Record date, task identifier, and support code with each result. Use the same criterion and comparable demand when comparing growth. docs/course-overview/design-and-imra-implementation-guide.pdf p. 26 AWARD: One thing I did well is... My work shows this because... docs/assessments/diagnostics/growth-tracker.pdf p. 1 A place to record how a student's thinking grows over time, level by level, not just score by score. assessment-trackers.html Each tracker turns scores into Low, Medium, or High and names the next best step for each student.
2.2d — Entry and exit criteria for targeted support	If applicable, materials include guidance for entry and exit criteria for the supplemental program.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 Entry to a Targeted Skill Group, a proposed local rule. Use two pieces of evidence on the same target, including an unfamiliar individual task. Enter targeted support when both show an unmet essential criterion docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 Exit from That Group, Demonstrate and Maintain the Skill. Consider leaving the specific skill group after the student meets the published target criterion on two independent, different examples docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 1 Results are used to adjust instruction, scaffolds, feedback, and opportunities for independence

Criterion	What the criterion asks	Our evidence
3. Supports for All Learners		
3.1a — Differentiation for students not yet proficient	If applicable, materials include educator guidance for differentiated instruction and activities for students who have not yet reached proficiency.	supports-for-all-learners.html Try It Another Way, a sentence starter and a spoken first step for students not yet proficient. supports-for-all-learners.html A 15 minute small group reteach plan for every module, built from that module's Teacher Lesson Plan, plus sentence frames that help students climb the thinking levels. docs/course-overview/design-and-imra-implementation-guide.pdf p. 27 Select a support because of a demonstrated barrier and remove it when the student no longer needs it. docs/g3/geo/tlp-prepare-geo.pdf p. 48 Genre Match Mini-Sort: support a reasoned genre decision before a short TRAILS plan.
3.1b — Differentiation for students who have demonstrated proficiency	If applicable, materials include educator guidance for differentiated instruction and activities for students who have demonstrated proficiency.	supports-for-all-learners.html Take It Further!, an extension that asks proficient students to apply the skill independently and stretch their thinking. docs/course-overview/design-and-imra-implementation-guide.pdf p. 27 Select an extension because the student has shown the target, not merely because the student finished early. docs/g3/geo/tlp-prepare-geo.pdf p. 49 One Passage, Three Responses: use one detail to create three openings and explain how the writing job changes the form.
3.1c — Specially designed instruction (SDI) for special education	Materials include educator guidance for providing specially designed instruction for students receiving supports and services through special education.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 28 The general and special education teachers identify the target task, the student's documented barrier, the relevant IEP goal, and the instruction needed. docs/supports/Understanding IMRA Indicator 3.1c - Specially Designed Instruction.pdf p. 3 Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education. docs/supports/Understanding IMRA Indicator 3.1c - Specially Designed Instruction.pdf p. 8 A one-document SDI Educator Guide that names each built-in feature, explains how it supports SDI, and provides sample IEP goal language

Criterion	What the criterion asks	Our evidence
3.2a — Explicit prompts and guidance for modeling and explaining	Educator-led programs include explicit prompts and guidance to support the educator in modeling and explaining the skill to be learned.	supports-for-all-learners.html 3.2a, Explicit teacher scripts, Every teaching moment is written out as what to SAY and what to DO, so the modeling and explaining is direct and consistent docs/g3/tlp/cluster-1.pdf p. 33 TEACHER SCRIPT, Turn to your partner and mark the question using the three shapes. Circle Nile River, box help, and triangle How. Explain how you know it is a HOW question docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 The Recurring Explicit-Model Routine. Name the target and its purpose. Show a worked example while explaining the decision, not just the answer. Contrast a plausible nonexample and state why it fails docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 explain their reasoning. REUSABLE TEACHER LANGUAGE "The goal is _____. I notice _____, so I will _____. This other choice looks possible, but it does not work because _____. I check by _____. Now you try with a different example and explain
3.2b — Effective delivery and facilitation using varied approaches	Educator-led programs include guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 Use Varied Methods for a Clear Reason. A think-aloud reveals an invisible decision. A contrast helps students distinguish a boundary. Oral rehearsal makes an idea available before transcription. A partner comparison exposes reasoning. A game reinforces a pattern supports-for-all-learners.html Our article on whole group, small group, partner, and individual work across the GRADUATE Learning Cycle, with an at-a-glance chart. docs/g3/teacher-users-guide.pdf p. 6 Tuesday, ATTEMPT. Students try the new skill with structure, partners, games, cards, frames, or guided practice
3.2c — Recommended structures for effective implementation	Materials include guidance for educators on recommended structures such as whole group, small group, and individual.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 Use the method that fits the target, not a rotation for variety alone. supports-for-all-learners.html Our article on whole group, small group, partner, and individual work across the GRADUATE Learning Cycle, with an at-a-glance chart. docs/g3/tlp/cluster-1.pdf p. 33 Have partners mark the Nile prompt. Circle Nile River; accept farmers as an additional important noun as shown in the model.

Criterion	What the criterion asks	Our evidence
3.3a — Linguistic accommodations for language proficiency levels	Materials include educator guidance on providing linguistic accommodations for various levels of language proficiency as defined by the ELPS.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 31 Match them to the student's current domain-specific evidence and the applicable ELPS. docs/g3/tlp/cluster-1.pdf p. 14 Use the lesson plan's ELPS correlation table to align listening, speaking, reading, and writing supports with each day's language demands. docs/g3/tlp/cluster-1.pdf p. 15 Students rehearse their thinking with a partner using sentence frames. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture
3.3b — Implementation guidance for bilingual and ESL programs	Materials include implementation guidance to support educators in using the materials in state-approved bilingual and ESL programs.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 34 two-way dual language immersion; early-exit and late-exit transitional bilingual education; and content-based and pull-out ESL. Use the supplemental writing system within the school's adopted model. Setting Implementation Direction Transitional bilingual: Identify the planned language for this lesson, connect relevant knowledge across early/late content-language-support.html A student still learning English reads the real text alongside classmates
3.3c — DLI metalinguistic transfer resources	If designed for dual language immersion programs, materials include resources outlining opportunities for metalinguistic transfer from English to the partner language.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 34 Make a DLI Claim Only with a Completed Pathway. To designate the product for DLI, embed appropriate transfer opportunities throughout the applicable sequence, provide partner-language resources, and verify them with qualified bilingual educators. A single translated example does not constitute a DLI-ready product
4. Foundational Skills		
4.1a — Non-negotiable, prohibition of three-cueing	Materials do not include the three-cueing method as defined in Texas Education Code 28.0062.	docs/g3/implementation-guide.pdf p. 16 Student goal: You can use affixes, a base, and context to explain and use a whole word.
4.C.3a — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g3/implementation-guide.pdf p. 12 days 6-35 35 210 days 6-35 35 Teaching progression 1. Closed, open, and VCe syllables. Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. 2. Vowel teams, r-controlled, and final stable syllables. Teach vowel-team digraphs docs/g3/scope-explanation.pdf p. 10 The oo Sound Spelled oo, ew, and ue docs/g3/implementation-guide.pdf p. 30 [T1, §110.5(a)(7)] 3.2(B)(i) The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Criterion	What the criterion asks	Our evidence
4.C.3b — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g3/implementation-guide.pdf p. 12 days 6-35 35 210 days 6-35 35 Teaching progression 1. Closed, open, and VCe syllables. Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. 2. Vowel teams, r-controlled, and final stable syllables. Teach vowel-team digraphs docs/g3/scope-explanation.pdf p. 10 The oo Sound Spelled oo, ew, and ue docs/g3/implementation-guide.pdf p. 30 [T1, §110.5(a)(7)] 3.2(B)(i) The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
4.C.3c — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g3/implementation-guide.pdf p. 12 days 6-35 35 210 days 6-35 35 Teaching progression 1. Closed, open, and VCe syllables. Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. 2. Vowel teams, r-controlled, and final stable syllables. Teach vowel-team digraphs docs/g3/scope-explanation.pdf p. 10 The oo Sound Spelled oo, ew, and ue docs/g3/implementation-guide.pdf p. 30 [T1, §110.5(a)(7)] 3.2(B)(i) The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
4.C.3d — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g3/implementation-guide.pdf p. 12 days 6-35 35 210 days 6-35 35 Teaching progression 1. Closed, open, and VCe syllables. Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. 2. Vowel teams, r-controlled, and final stable syllables. Teach vowel-team digraphs docs/g3/scope-explanation.pdf p. 10 The oo Sound Spelled oo, ew, and ue docs/g3/implementation-guide.pdf p. 30 [T1, §110.5(a)(7)] 3.2(B)(i) The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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4.D.3a — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 2 Read this sentence from the passage. Find the word with the prefix dis-. You may disagree with someone, but you must listen respectfully docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g3/implementation-guide.pdf p. 16 1. Prefix meaning in a whole word. teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base.
4.D.3b — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 2 Read this sentence from the passage. Find the word with the prefix dis-. You may disagree with someone, but you must listen respectfully docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g3/implementation-guide.pdf p. 16 1. Prefix meaning in a whole word. teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base.
4.D.3c — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 2 Read this sentence from the passage. Find the word with the prefix dis-. You may disagree with someone, but you must listen respectfully docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g3/implementation-guide.pdf p. 16 1. Prefix meaning in a whole word. teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base.

Criterion	What the criterion asks	Our evidence
4.D.3d — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 2 Read this sentence from the passage. Find the word with the prefix dis-. You may disagree with someone, but you must listen respectfully docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g3/implementation-guide.pdf p. 16 1. Prefix meaning in a whole word. teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base.
5. Vocabulary		
5.1a — Explicit instruction on specific vocabulary with multiple strategies	Materials include explicit instruction on specific vocabulary using multiple strategies for teaching word meaning.	docs/g3/tlp/cluster-1.pdf p. 22 You can use these academic thinking words to understand questions and explain your answers. docs/g3/tlp/cluster-1.pdf p. 132 Complete Tier 1 Vocabulary TEACHER SCRIPT "You need these everyday words to talk about proof, quotes, and the details you choose." Word Student-Friendly Definition Oral Rehearsal Frame proof something that shows an idea is true Oral frame to model: "The quote is _____ for my answer." words letters put together to make meaning Oral frame to model: "I use the exact _____ from the passage." sentence a group of words tha word-garden.html Evidence, the proof from the text that shows an idea is true. docs/g3/tlp/cluster-1.pdf p. 76 Use the Teach BIG Academic Vocabulary Companion App for additional academic-word practice
5.1b — Tier 2 and Tier 3 academic vocabulary selection	Specific vocabulary selected for explicit instruction includes high-utility Tier 2 and Tier 3 academic vocabulary.	docs/g3/tlp/cluster-1.pdf p. 23 whether a question asks WHAT, WHY, or HOW docs/g3/tlp/cluster-1.pdf p. 24 a group of travelers who sailed to America in 1620 docs/g3/tlp/cluster-1.pdf p. 24 You will meet these words in the historical passages. Knowing their meanings will help you understand what you read.

Criterion	What the criterion asks	Our evidence
5.1c — Repeated vocabulary practice in multiple contexts	Materials include repeated opportunities for students to practice using specific vocabulary in multiple contexts.	docs/g3/tlp/cluster-1.pdf p. 4 3.7F respond using newly acquired vocabulary as appropriate. Oral rehearsal and SCR writing use module vocabulary word-garden.html Let us grow our writing words together, breathe, and listen. docs/parent-portal/parent-explanation-packet.pdf p. 4 The collection also includes the Big Word Detective set, songs that teach prefixes, roots, and suffixes for building vocabulary docs/g3/tlp/cluster-1.pdf p. 76 Use the Teach BIG Academic Vocabulary Companion App for additional academic-word practice
5.2a — Explicit instruction on morphemic analysis	Materials include explicit instruction on using morphemic analysis to determine word meaning aligned to grade-level TEKS.	docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 2 EXACT TEKS WORDING, identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 When I find a prefix, suffix, or root, I can use it to figure out a word I do not know docs/g3/implementation-guide.pdf p. 16 1. Prefix meaning in a whole word. Teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base
5.2b — Practice using morphemic analysis	Materials include opportunities for students to practice using morphemic analysis to determine word meaning.	docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/teacher-resources/g3-morphemes-slide-decks.pdf p. 2 Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis- docs/g3/implementation-guide.pdf p. 16 Whole group: Change a Part, Change a Meaning. Partner/small group: The Word-Part Workshop. Independent: Show what you understand. docs/teacher-resources/g3-morphemes-tracking-sheets.pdf p. 1 Write your answer for each thinking level in its box.
5.2c — Explicit instruction on contextual analysis	Materials include explicit instruction on using contextual analysis to determine word meaning aligned to grade-level TEKS.	docs/g3/implementation-guide.pdf p. 16 3. Affixes plus context, transfer and assessment. Blend affix meaning, base, and context. Replace the port root task docs/g3/tlp/cluster-1.pdf p. 6 Students use a red circle for the main noun, a yellow box for the verb, and a green triangle for the clue word to decide WHAT, WHY, or HOW. They dot unfamiliar words while reading. docs/teacher-resources/g3-word-choice-slide-decks.pdf p. 9 Which word could replace groaned and keep almost the same meaning

Criterion	What the criterion asks	Our evidence
5.2d — Practice using contextual analysis	Materials include opportunities for students to practice using contextual analysis to determine word meaning.	docs/teacher-resources/g3-word-choice-slide-decks.pdf p. 20 Shoreline means the place where land meets water, which keeps almost the same meaning as coastline in the excerpt. docs/g3/implementation-guide.pdf p. 16 Affixes plus context, transfer and assessment. Blend affix meaning, base, and context learning-literature.html A strong story is the most natural vocabulary lesson there is. When a new word arrives inside a tale a student cares about, the meaning is already half-known from the moment around it, and
6. Fluency		
6.1a — Modeling of fluent reading	Materials include modeling of fluent reading, including rate, accuracy, and prosody.	listen-g3-c1-life-along-the-nile-river.html Press play, and the gold box moves word by word as the passage is read aloud, so students hear and see it at the same time. learning-literature.html As every page settles it is read aloud in a warm teacher voice, so a young reader can follow along and hear the words as they see them. teacher-resources.html The low stamina reading passage for every cluster, read aloud in Randi Whitney's own voice, with each word lighting up as it is spoken.
8. Comprehension		
8.1a — High-quality, grade-level, complex texts	Materials include opportunities for students to read high-quality, grade-level, complex texts appropriate for the stated purpose.	docs/teacher-resources/g3-reading-passages.pdf p. 1 Every reading passage in the Grade 3 ECR system, gathered in one place. Each passage grows through four stamina levels, one for every module docs/assessments/g3/g3-cluster-1.pdf p. 3 Module 1 · Notice the Central Idea Introduce & make the target visible C L U S T E R 1 · M O D U L E 1 · M O D U L E A S S E S S M E N T M A P What to Assess This Week ASSESSMENT TARGET Identify the one clear central idea of an informational passage and tell a supporting detail from a topic detail. docs/g3/passage-accuracy.pdf p. 1 Every checkable fact in the Grade 3 passages (dates, names, numbers, places, events, scientific statements, and definitions) was checked against authoritative sources. docs/g3/suitability.pdf p. 3 Every reading passage in the Grade 3 Supplemental Support System was chosen to do two jobs at once. It teaches a language arts skill, and it carries content worth a student's attention.

Criterion	What the criterion asks	Our evidence
8.1b — Variety of high-quality texts at different complexity levels	Materials include a variety of high-quality texts at different levels of complexity.	teacher-resources.html Every passage your students meet lives here, gathered in one place and grown through four stamina levels, so the same story can stretch to fit a beginning reader and an established one in the very same week docs/g3/scope-and-sequence.pdf p. 12 • GRADE 3 CLUSTER 8 Cluster 8: Research Weeks 33 to 36 · Teacher Lesson Plan book · Student Workbook Passage and stamina Key framework Module 1 PLACE: From Resource to Evidence A Place to Grow: How Geography Helps Build a Community Low stamina PLACE Wk 34 Module 2 PROBLEM: From Question to Solution People Make the Difference: How Ideas and Actions Change Communities Medium stamina Wk 35 Module 3 PEOPLE: Choices, Serv docs/teacher-resources/g3-reading-passages.pdf p. 3 The passages are arranged by cluster. Within each cluster, every passage appears at all four stamina levels, from the shortest Module 1 reading to the fullest Module 4 reading
8.1c — Relevant, engaging texts reflecting diverse backgrounds	Texts include content that is relevant, engaging, and authentically reflects students diverse backgrounds and experiences.	docs/g3/suitability.pdf p. 3 Biographies of builders and inventors carry the free enterprise system. Histories of the Pilgrims, the founders, and early Texas carry patriotism, founding ideas, and state history research.html Every design choice in the program, grounded in current, cited research. Each document stands on its own with works cited. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture
8.2a — Activate or supply background knowledge	Materials activate or supply background knowledge.	docs/g3/tlp/cluster-1.pdf p. 25 "The Pilgrims Chose Plymouth" explains the Pilgrims' 1620 voyage and settlement choice. Forests, fresh water, land for crops, and a safe harbor supported settlement before winter. docs/g3/teacher-users-guide.pdf p. 7 Use the hook, prior knowledge, title/passage preview, or retrieval cue named in the lesson. docs/g3/tlp/cluster-1.pdf p. 11 Social Studies 3.14C supplies interdisciplinary background for the passages
8.2b — Pre-teaching of unfamiliar vocabulary in texts	Materials include pre-teaching of unfamiliar vocabulary in texts.	docs/g3/tlp/cluster-1.pdf p. 22 Before you begin, preview words you will see in the lesson and passages. Notice these words before you read or answer questions. docs/g3/tlp/cluster-1.pdf p. 25 Before writing, students DOT unfamiliar words and analyze the prompt. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture.

Criterion	What the criterion asks	Our evidence
8.2c — Explicit instruction on contextual analysis in texts	Materials include explicit instruction on using contextual analysis to determine the meaning of unfamiliar vocabulary in texts.	docs/g3/implementation-guide.pdf p. 16 3. Affixes plus context, transfer and assessment. Blend affix meaning, base, and context learning-literature.html The Gazette is written so that playful, precise language sits in easy reach of context, the exact way words are meant to be learned
8.2d — Practice contextual analysis with unfamiliar vocabulary in texts	Materials include opportunities for students to practice using contextual analysis to determine the meaning of unfamiliar vocabulary in texts.	docs/teacher-resources/g3-word-choice-slide-decks.pdf p. 30 Traded means giving something in return for something else, keeping almost the same meaning as exchanged. docs/g3/tlp/cluster-1.pdf p. 15 Read the intact prompt aloud and define unfamiliar words while leaving the analysis to students. content-language-support.html One tap shows a clear picture of the word, so a student who is still learning English can keep up without a separate, watered-down text.
8.3a — Systematic explicit comprehension instruction at multiple levels	Materials include systematic and explicit instruction on reading comprehension skills at multiple levels, literal, inferential, and evaluative.	docs/assessments/diagnostics/thinking-level-ladders.pdf p. 2 Weighs several pieces of evidence and defends which is strongest, and why. docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Complexity comes from the reasoning required, not merely from changing the item type. docs/g3/scope-explanation.pdf p. 9 Explain evidence so the reader knows what it means. docs/connection/g3-c2-connection-activities.pdf p. 6 Using CSI, students Connect a detail to the reason, check that it Supports the idea, and Infer what it shows.
8.3b — Practice comprehension at multiple levels with varied texts	Materials include opportunities for students to practice reading comprehension skills at multiple levels with a variety of grade-level texts.	docs/assessments/g3/g3-cluster-1.pdf p. 3 Student may map, say, or write the central idea: same target, same scoring (Choice Integrity Test). docs/teacher-resources/g3-reading-passages.pdf p. 3 Every passage appears at all four stamina levels, from the shortest Module 1 reading to the fullest Module 4 reading docs/g3/tlp/cluster-1.pdf p. 136 Have students silently evaluate whether it is strong evidence for that thesis (central idea).

Criterion	What the criterion asks	Our evidence
9. Writing		
9.1a — Explicit systematic instruction in writing conventions	Materials include systematic and explicit instruction in writing conventions such as syntax, spelling, grammar, capitalization, and punctuation, in the context of authentic writing.	docs/g3/scope-explanation.pdf p. 11 3.11D asks students to edit drafts using standard English conventions. Our materials number its parts as 32 breakouts, (i) through (xxxii), and every one of them is taught in the Standards Slide Decks, scripted for the teacher, and tracked for each student docs/g3/scope-explanation.pdf p. 8 home of 3.11D. DO NOT CONFUSE THE TWO SLIDE SYSTEMS The Daily Deck supports the current cluster and module lesson. The Standards Slide Decks are a separate practice system that runs every week of the year. ©The Writing Academy®, LLC. 7 Grade docs/g3/implementation-guide.pdf p. 1 WHAT IS INSIDE Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities, Grade 3 adaptations, practice seeds, original practice texts and poems, three complete day-by-day calendars, and where each skill lives in our lesson plans, workbooks, decks, and docs/teacher-resources/g3-editing-slide-decks.pdf p. 1 This deck teaches Subject-Verb Agreement across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND.
9.1b — Practice writing conventions in authentic writing	Materials include opportunities for students to practice writing conventions in the context of authentic writing.	docs/course-overview/pacing-framework.pdf p. 4 Editing Triplet, 5 min, Builds editing and conventions skills, Applied immediately to students own writing docs/g3/scope-explanation.pdf p. 21 Where to find everything Need Go to Teacher Lesson Plans Grade 3 Teacher Lesson Plans page, one guide per cluster Student Interactive Workbooks Grade 3 Student Workbooks page, one workbook per cluster Daily Decks Grade 3 Lesson Decks page, 36 decks Standards Slide Decks, scripts, tracking sheets Teacher Resources on the IMRA site Reading passages Grade 3 Reading Passages page, by cluster, module, and stamina 3.11D ch docs/g3/tlp/cluster-1.pdf p. 38 Next instructional step, Have partners share, identify the three parts, and make a light conventions edit docs/g3/implementation-guide.pdf p. 14 Grammar integration and independent transfer. Replay the opener in a new context
9.2a — Explicit instruction on each step of the writing process	Materials include explicit instruction on each step of the writing process, planning, drafting, revising, editing, and sharing, aligned to grade-level TEKS.	docs/g3/scope-and-sequence.pdf p. 4 Deck 4 of 36 (22 slides) Choose, Justify, Draft, Revise, and Teach docs/g3/teacher-users-guide.pdf p. 6 Activate what students know; create curiosity; make teacher thinking visible through explicit modeling. docs/g3/teacher-users-guide.pdf p. 8 Give revision time. A Target without action is only a goal statement. song-writing-process-drill.html Writing Process Drill, The whole writing process, drilled to a beat

Criterion	What the criterion asks	Our evidence
9.2b — Practice each step of the writing process	Materials include opportunities for students to practice each step of the writing process aligned to grade-level TEKS.	docs/g3/tlp/cluster-1.pdf p. 9 Student Product(s), Three independently marked prompts, Shape Detectives card sorts, partner teaching, exit ticket, three-sentence SCR, progress tracker docs/g3/scope-explanation.pdf p. 7 Students try the new skill with structure, partners, and guided practice. docs/course-overview/pacing-framework.pdf p. 6 One shared text and prompt carries the whole week, from first read to finished response. docs/g3/geo/tlp-prepare-geo.pdf p. 48 Step 4, Say and Write. Students rehearse the planned discovery and independently write a short narrative
9.3a — Explicit instruction in writing craft	Materials include explicit instruction in writing craft such as text structure, word choice, figurative language, and literary devices across a variety of text types.	docs/g3/implementation-guide.pdf p. 1 Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities docs/g3/scope-explanation.pdf p. 3 Language and Craft, nine focus sections, spelling through figurative language, practiced across the year docs/teacher-resources/g3-figurative-language-slide-decks.pdf p. 1 This deck teaches figurative language across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/teacher-resources/g3-literary-devices-slide-decks.pdf p. 1 This deck teaches imagery across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. g3.html HOW TO USE THIS PAGE Start with the top three: Teacher Lesson Plans, Student Workbooks, and Lesson Daily Deck Sets.
9.3b — Explicit instruction in composition across text types and lengths	Materials include explicit instruction in writing composition in a variety of text types and a variety of text lengths.	docs/g3/reports/writing-genre-response-type-progression.pdf p. 1 How the writing response grows across the year — from choosing a genre, to short responses, to extended and argumentative writing, to pairedpassage synthesis, poetry, and research. docs/g3/tlp/cluster-1.pdf p. 25 The SCR ladder contains exactly three sentences, thesis (central idea), one piece of text evidence, and an explanation course-overview.html Writing Genre and Response-Type Progression, how the writing genres and response types build across the Grade 3 clusters

Criterion	What the criterion asks	Our evidence
9.3c — High-quality mentor texts to model composition	Materials include high-quality mentor texts to model writing composition in a variety of text types and lengths.	docs/g3/tlp/cluster-1.pdf p. 38 PA R T X Student Exemplars Use these three lesson-plan exemplars for the same prompt: Why did the Pilgrims need to build shelters quickly? Have partners rank and improve the responses. 51. Low / Developing Exemplar Field Detail Student response They built learning-literature.html Learning Literature is our own library of stories written on purpose. A student reads for the fun of the tale, and the craft underneath is doing the teaching
9.3d — Practice writing composition across text types and lengths	Materials include opportunities for students to practice writing composition in a variety of text types and lengths.	docs/g3/tlp/cluster-1.pdf p. 9 Formal Assessment Product, Day 5 prompt-marking exit ticket and the Module Writing Assignment (SCR) docs/assessments/summative/g3-summative-1.pdf p. 1 Narrative Planning and Genre Selection, Informational Single Constructed Response (SCR), and Extended Constructed Response (ECR) with the TREE Framework docs/course-overview/pacing-framework.pdf p. 4 Students plan, draft, revise, edit, and complete written responses
9.4a — Explicit instruction on writing text-based responses	Materials include explicit instruction on writing text-based responses with a variety of grade-level texts.	docs/g3/scope-explanation.pdf p. 4 Shape the prompt, write a thesis (central idea), select evidence, and explain it. docs/g3/scope-explanation.pdf p. 9 Explain evidence so the reader knows what it means. docs/g3/tlp/cluster-1.pdf p. 25 The SCR ladder contains exactly three sentences, thesis (central idea), one piece of text evidence, and an explanation docs/connection/g3-c2-connection-activities.pdf p. 6 Using CSI, students Connect a detail to the reason, check that it Supports the idea, and Infer what it shows.
9.4b — Practice writing text-based responses	Materials include opportunities for students to practice writing text-based responses with a variety of grade-level texts.	docs/g3/tlp/cluster-1.pdf p. 9 Three independently marked prompts; Shape Detectives card sorts; partner teaching; exit ticket; three-sentence SCR; progress tracker. docs/assessments/summative/g3-summative-1.pdf p. 1 Narrative Planning and Genre Selection, Informational Single Constructed Response (SCR), and Extended Constructed Response (ECR) with the TREE Framework

Criteria for Kindergarten to Grade 2

These criteria apply to Kindergarten through Grade 2 foundational skills; our program serves Grades 3 through 5.

- **4.2a** Phonological and phonemic awareness (K-2 section)

- **4.2b** Phonological and phonemic awareness (K-2 section)

- **4.2c** Phonological and phonemic awareness (K-2 section)
- **4.2d** Phonological and phonemic awareness (K-2 section)
- **4.2e** Phonological and phonemic awareness (K-2 section)
- **4.A.3a** Sound-spelling patterns (decoding and encoding)
- **4.A.3b** Sound-spelling patterns (decoding and encoding)
- **4.A.3c** Sound-spelling patterns (decoding and encoding)
- **4.A.3d** Sound-spelling patterns (decoding and encoding)
- **4.B.3a** Regular and irregular high-frequency words
- **4.B.3b** Regular and irregular high-frequency words

- **4.B.3c** Regular and irregular high-frequency words
- **4.B.3d** Regular and irregular high-frequency words
- **6.1b** Fluency practice with word lists, phrases, and connected texts
- **6.1c** Fluency practice with word lists, phrases, and connected texts
- **6.1d** Fluency practice with word lists, phrases, and connected texts
- **6.1e** Fluency practice with word lists, phrases, and connected texts
- **7.1a** Handwriting instruction, practice, and feedback
- **7.1b** Handwriting instruction, practice, and feedback
- **7.1c** Handwriting instruction, practice, and feedback