

THE WRITING ACADEMY, LLC

Fully Internalized Sample Lesson

Grade 3 Edition

Cluster 1, Module 1, Day 1: “Shaping the Prompt”
A complete lesson shown fully internalized as a model



The Writing Academy, LLC

Using the PREPARE Framework and the GRADUATE Instructional Model

Lesson Internalization Training Manual

© 2026 The Writing Academy, LLC. All rights reserved.

This document is provided for campus instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy, LLC.

The Writing Academy, LLC

Part VI: Worked Example

Grade 3, Cluster 1, Module 1, Day 1: "Shaping the Prompt" (Source: Teacher Lesson Plan Guide, Cluster 1, pp. 1-34)

About This Example: This section walks through every PREPARE step using the actual content from Grade 3, Cluster 1, Module 1, Day 1. The lesson introduces prompt analysis using the three-shape system (red circle for noun, yellow box for verb, green triangle for clue word) and WHAT / WHY / HOW question types. The GRADUATE stages for Day 1 are Gather and Reveal (both TEACH). The lesson is approximately 15 minutes.

P

Purpose

THE WRITING ACADEMY SOURCE

Element	Content
Day Purpose	Introduce prompt analysis, DOT unfamiliar words, and model the three shapes and WHAT / WHY / HOW. (p. 29)
GRADUATE Stages	Day 1: Gather + Reveal (both TEACH). (p. 6, p. 24)
Module Title	Shaping the Prompt. (p. 1)
Module Category	Informational Writing / Short Constructed Response (SCR). (p. 1)
Cluster	Cluster 1: Single Constructed Response (SCR) with the SCR Ladder. (p. 1)
Primary TEKS	3.11A(i) planning; 3.12B(i) a clear central idea. (p. 1)
ELPS (Day 1)	1(E) listening comprehension; 2(F) respond to information; 3(E) pre-reading strategies; 4(D) sentence structures. (p. 29)
Daily Lesson Time	About 15 minutes. (p. 1)
Connection to Cluster	Module 1 is the first of four modules. It teaches prompt analysis as the planning step for a short constructed response. The SCR ladder (thesis [central idea], one piece of text evidence, and an explanation) is introduced here and developed across the cluster. (p. 2)

GUIDED INTERNALIZATION

Why this day matters: Day 1 establishes the foundational habit of analyzing a prompt before writing. If students do not learn to identify the noun, verb, and clue word, every subsequent module in the cluster will be harder. This is a high-leverage lesson.

Module Essential Question: "How can a writer tell exactly what a short constructed response prompt is asking before writing a single sentence?" (p. 3). Record students' initial thinking on Monday and revisit it on Friday.

R

Resources

THE WRITING ACADEMY SOURCE

Preparation Before Day 1 Checklist (p. 24):

- Draw the Cracking the SCR Question Code anchor chart.
- Prepare the shape key: red circle for noun, yellow box for verb, green triangle for clue word.
- Prepare a WHAT / WHY / HOW chart and notebook space for marked prompts.
- Copy both low-stamina passages for each student.
- Prepare the Pilgrims WHY model and Nile HOW guided-practice prompt.
- Copy and cut Shape Detectives cards and colored tokens; prepare Practice Pockets.

Passages (p. 27):

- Passage 1: "The Pilgrims Chose Plymouth" (Stamina: Low, approximately 150 words)
- Passage 2: "Life Along the Nile River" (Stamina: Low, approximately 150 words)

Anchor Charts / Core Strategy Visuals (pp. 26-27):

- Prompt-Shaping Key: Red Circle = Noun (topic), Yellow Box = Verb (action), Green Triangle = Clue word (WHAT, WHY, or HOW).
- Three Types of Prompts chart: WHAT (identify/describe), WHY (reason/cause), HOW (process/method).
- SCR Ladder Thinking Chart: Step 1 = Thesis (central idea), Step 2 = Evidence, Step 3 = Explanation.

Class Slides needed for Day 1 (p. 29):

- Module Slide 1: I Will and I Can targets.
- Passage 1 title and question: Why did the Pilgrims choose Plymouth as their settlement?
- DOT reminder: place a dot above an unfamiliar word.

- Shape key display.
- Model prompt with marks: Pilgrims circled, choose boxed, Why triangled.
- SCR ladder display.

E Educational Goals

THE WRITING ACADEMY SOURCE

What Students Must...	Specifics
KNOW	A prompt contains a noun (topic), a verb (action), and a clue word that tells the type of thinking required. (pp. 2, 26)
UNDERSTAND	WHAT identifies or describes information. WHY explains a reason or cause. HOW explains a process, method, or way something happened. (p. 26)
DO	Circle the noun in red, box the verb in yellow, triangle the clue word in green, and name the question type. DOT unfamiliar words while reading. (pp. 26, 29)
PRODUCE (Day 1)	DOT-marked passages, a shaped model prompt, and a named question type. (p. 30)
SUCCESS CRITERIA	Student can identify all three prompt parts and correctly label the question as WHAT, WHY, or HOW. (p. 30)

GUIDED INTERNALIZATION

Connection to assessment: Prompt analysis is the planning step for every constructed response. 3.11A(i) planning and 3.12B(i) clear central idea are assessed throughout the cluster. The SCR ladder introduced today is the structure students will use on the cluster assessment.

P Practical Delivery

THE WRITING ACADEMY SOURCE

Lesson Flow: Gather (TEACH)

Class Slide: Display the I Will and I Can targets for the three shapes and WHAT / WHY / HOW.

Teacher Script: "Would you rather eat an apple or broccoli? Would you rather answer a why or a how question? Today you will become a question detective. Study the question to understand exactly what your brain needs to do." (p. 29)

Class Slide: Display the Passage 1 title and the question: Why did the Pilgrims choose Plymouth as their settlement?

Read "The Pilgrims Chose Plymouth" with students. Have students DOT unfamiliar words and refer to the passage for meaning. 3.7E (p. 29)

Lesson Flow: Reveal (TEACH)

Class Slide: Display the shape key: red circle = main noun; yellow box = verb; green triangle = clue word.

Class Slide: Model prompt: Why did the Pilgrims choose Plymouth as their settlement?

Teacher Script: "Look at the question: Why did the Pilgrims choose Plymouth as their settlement? Draw a red circle around Pilgrims, a yellow box around choose, and a green triangle around Why. You now know to explain a reason." (p. 29)

Model the exact words: circle Pilgrims, box choose, and triangle Why. The noun identifies the topic; the verb identifies the action; the clue determines the type. (p. 29)

Class Slide: Display the marked model: Pilgrims circled, choose boxed, Why triangled. Question type: WHY, explain a reason.

Explain that Why requires a reason. A WHAT question calls for identification. A HOW question calls for a process. (p. 30)

Connect the Prompt to the SCR Ladder

Class Slide: Display the SCR ladder: thesis (central idea), evidence, explanation.

Introduce the SCR ladder after the prompt model: one thesis (central idea) sentence, one evidence sentence, and one explanation sentence. 3.7C 3.7G (p. 30)

Embedded Check for Understanding (LEARN)

Read sample prompts aloud. Have students form the three shapes as they hear the noun, verb, and clue word. (p. 30)

Prompt	Noun	Verb	Clue	Type
Why did the Nile flood every year?	Nile	flood	Why	WHY
What did the Pilgrims eat during the first winter?	Pilgrims	eat	What	WHAT
How did the Nile help farmers?	Nile	help	How	HOW
Why did the Pilgrims travel to a new land?	Pilgrims	travel	Why	WHY

A Anticipation

THE WRITING ACADEMY SOURCE

Misconception / Teacher Move: If a student circles the clue word instead of the noun, return to the shape key and distinguish noun, action, and thinking clue. (p. 30)

GUIDED INTERNALIZATION

Additional anticipated misconceptions:

- Students may confuse the verb with the clue word, especially when the clue word appears at the beginning of the sentence and is also the first word they read.
- Students may think "choose" is a clue word because it describes a decision.
- Students may not recognize that WHY requires a reason supported by the word "because."

Access without lowering rigor: Read the intact prompt aloud and permit pointing or gestures. The student still locates the prompt parts and justifies the question type. (p. 30)

Rigor Safeguard (p. 14): Teachers MAY read or repeat the prompt, allow students to touch each word, provide visual supports, or reduce the number of prompts. Teachers MAY NOT tell the student which word is the noun, verb, or clue word, or supply the question type. Students must locate the three parts, name WHAT, WHY, or HOW, and explain their decision.

R Reflection on Evidence

THE WRITING ACADEMY SOURCE

Evidence collected on Day 1:

- DOT-marked passages (can the student identify unfamiliar words?)
- A shaped model prompt (can the student mark the three parts correctly?)
- A named question type (can the student distinguish WHAT, WHY, and HOW?)

What incorrect responses indicate: If the student cannot identify the noun, return to the shape key. If the student guesses the type, cover the answer and reread the clue word before naming the thinking. (p. 30)

YOUR PERSONAL INTERNALIZATION

After teaching Day 1, reflect:

- What did students master?
- What did they partially understand?
- What misconceptions actually appeared? What evidence supports that conclusion?

- Which students need additional instruction? Which are ready to move forward?

E Engagement and Confidence

GUIDED INTERNALIZATION

Rehearsal Focus for Day 1:

- Practice delivering the opening "Would you rather..." hook naturally.
- Rehearse the think-aloud for modeling the three shapes on the Pilgrims prompt.
- Practice the transition from the marked prompt to the SCR ladder introduction.
- Be ready to redirect students who circle the clue word instead of the noun.

Final Readiness Check:

- Can I explain the three shapes clearly without reading the script word for word?
- Do I know the difference between WHAT, WHY, and HOW well enough to answer student questions?
- Do I know the four check-for-understanding prompts?
- Is the anchor chart drawn, the shape key ready, and both passages copied?
- Am I ready to slow down at the Reveal stage if students need more modeling?

Citizenship Connection (Day 1)

THE WRITING ACADEMY SOURCE

Connect the passages to how communities use natural resources to support daily life. Social Studies 3.14C is background context. (p. 25)

Teacher Script: "As you read, notice how people used water, land, and shelter. How do you use these resources in your own community?" (p. 25)

Citizenship Question: Invite discussion of how water and shelter support daily life in a community. (p. 25)

TRACKS Evidence Highlighting (Day 1)

THE WRITING ACADEMY SOURCE

Preview the passages before reading. Have students TAP the TRACKS by finding and marking the six types of evidence. (p. 28)

Mark	Category	"The Pilgrims Chose Plymouth"	"Life Along the Nile River"
T	Time	In 1620; Winter was coming	Ancient Egypt; Each year
R	Reactions	Plymouth became the place where they settled	towns and cities grew
A	Actions	sailed across the Atlantic Ocean; started constructing small homes	rise and spill over its banks; planted crops
C	Character / Concept	the Pilgrims	the Nile River
K	Key Knowledge	their beliefs freely; fresh water	flowed from south to north
S	Scenery / Setting	forests filled with tall trees	hot, dry desert; dark, rich soil

Summary: Day 1 at a Glance

Element	Day 1 Content
GRADUATE Stages	Gather + Reveal (TEACH)
Minutes	15
Group	Whole Class
What Happens	Hook, introduce DOT, and model the shapes and WHAT / WHY / HOW.
Passages	"The Pilgrims Chose Plymouth" and "Life Along the Nile River" (Low Stamina)
TEKS	3.11A(i), 3.12A(i), 3.12A(ii), 3.12B(i)
ELPS	1(E), 2(F), 3(E), 4(D)
Student Product	DOT-marked passages, shaped model prompt, named question type
Key Misconception	Student circles the clue word instead of the noun.
Teacher Move	Return to the shape key and distinguish noun, action, and thinking clue.