

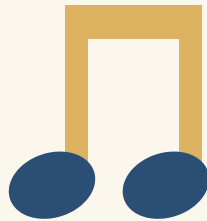
THE WRITING ACADEMY®, LLC
A SUBSIDIARY OF TEACH BIG®

PRESENTS

The Writing Process Song Collection

*Fourteen songs that make every part of the writing process singable,
memorable, and automatic.*

Aligned to the TEKS & ELPS • Grades 3–5



“Turning test-time learning into lifetime learning, one note at a time!”

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The Writing Process Song Collection

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CONTENTS

Table of Contents

Copyright	3
Table of Contents	5
Abstract — Why a Song for Every Part of the Process	6
Statement of Purpose	7
Benefits for Teachers	8
Benefits for Students	9
How to Use These Songs	10
The Songs at a Glance — a Song for Every Stage	11
TEKS & ELPS Alignment Charts	12
Song Lyrics	after the charts
How to Reach the Recordings	last page

Each song's lyrics appear on its own page, in the order shown in "The Songs at a Glance."

ABSTRACT

Why a Song for Every Part of the Writing Process

Writing is a process with many moving parts, and for young writers those parts are easy to forget the moment a blank page appears. **The Writing Process Song Collection** turns each part of that process into a song — a short, joyful, repeatable anchor that a class can sing, chant, and return to all year long.

Music is one of the most powerful memory tools a classroom has. A melody carries language past the working memory that a difficult task quickly fills, and lodges it somewhere a student can reach under pressure. When a child hums “Three Pieces to a Thesis” before drafting, or “Deep Facts” while explaining a piece of evidence, the song is doing exactly what we designed it to do: making the invisible steps of skilled writing audible, memorable, and automatic.

Every song in this collection is built directly on the writing moves the state now measures on the extended and short constructed response — establishing a central idea, gathering and explaining evidence, organizing and developing ideas, revising, and controlling conventions. The songs are not decoration around the curriculum. They *are* the curriculum, set to a beat.

STATEMENT OF PURPOSE

What These Songs Are For

The purpose of this collection is to give every teacher a set of shared, singable touchstones for the writing process — language a whole class holds in common and can invoke in an instant.

Each song is written to do three things at once:

- ♦ **Name the move.** Every song isolates one part of the writing process and gives it a clear, student-friendly name, so the step becomes a thing a child can point to and talk about.
- ♦ **Teach the move.** The lyrics carry the actual content — what a thesis needs, what makes evidence relevant, how to explain rather than merely quote — so singing the song is rehearsing the skill.
- ♦ **Cue the move.** Once a song is known, its first line becomes a signal. A teacher can prompt an entire strategy with a single sung phrase, and students self-cue as they write.

Used together across a year, the songs form a spiral: students meet each part of the process, then meet it again and again until the whole process plays in their heads as naturally as a favorite chorus.

BENEFITS FOR TEACHERS

What This Gives You

- ◆ **A common language.** One vocabulary for the writing process across your whole class — and, when a school adopts the collection, across every grade.
- ◆ **An instant transition and hook.** A song settles a room, focuses attention, and opens a lesson in under two minutes.
- ◆ **Built-in review with no prep.** Playing a song is a complete, standards-aligned review of a writing move — on the days you are stretched thin, it still teaches.
- ◆ **Differentiation that reaches every learner.** Melody, rhythm, and repetition open the content to English learners, striving readers, and students who learn by ear — without lowering the rigor.
- ◆ **A cue you can use mid-writing.** A single sung line re-activates an entire strategy while students are drafting, so you spend less time re-teaching and more time conferring.
- ◆ **Alignment you can trust.** Every song maps to specific TEKS and ELPS (see the alignment charts in this package), so the joy is never at the expense of the standards.

BENEFITS FOR STUDENTS

What This Gives Your Writers

- ◆ **The process becomes memorable.** Steps that were easy to forget become a chorus a student can call up at will.
- ◆ **Writing feels doable.** A big task breaks into named, singable parts, and the blank page stops being frightening.
- ◆ **Confidence and ownership.** Students who can name and sing the moves of writing begin to see themselves as writers who know what to do next.
- ◆ **Access for every learner.** Music carries language for children who are still building English, still building reading, or simply learning best through rhythm and rhyme.
- ◆ **Self-cueing under pressure.** On test day and every day, a student can hum the song and walk themselves through the step — independence is the goal.
- ◆ **Joy.** Students who associate writing with music and movement come to the page willing, curious, and ready to try.

HOW TO USE THESE SONGS

Working the Songs Into the Week

The songs are designed to fit the way a writing block already runs. A few reliable moments:

- ♦ **Open the lesson (I do).** Play the song that matches the day's writing move as your hook and mini-review, then teach into it.
- ♦ **Practice together (we do).** Sing it as a call-and-response while you model the step, so students hear the move and do the move at the same time.
- ♦ **Release to students (you do).** Let the song play softly, or let students hum it, as they draft independently — it becomes their self-cue.
- ♦ **Centers and transitions.** Use the shorter songs to reset the room, move between activities, or anchor a writing center.

How often should you play them? Beating the Forgetting Curve. More than a century ago, the psychologist Hermann Ebbinghaus showed that we forget most of what we learn within days — unless we revisit it. His “forgetting curve” also revealed the remedy: each time we review at spaced intervals, the memory fades more slowly and lasts far longer. Songs are the perfect tool for this spacing — joyful, quick, and easy to repeat — so play them on a schedule and the writing moves settle into long-term memory.

When	How often to play the song
Introduce (Day 1)	Play it 2–3 times as you teach the move.
The teaching week	Once a day, every day that week.
The next 2–3 weeks	2–3 times a week to lock it in.
The rest of the year	About once a week, in rotation with the others.
Before the assessment	A quick refresher of the songs students need most.

Short and spaced beats long and once. A song a class hears often becomes a tool students reach for on their own.

THE SONGS AT A GLANCE

A Song for Every Stage of the Process

Read top to bottom, the collection walks a writer through the whole process — from having something to say, to building and proving an idea, to polishing and closing it.

	Song	The Writing Move It Anchors
1	Opening — Every Great Essay Has Something to Say	Launches the whole process: every strong response begins with something worth saying.
2	Three Pieces to a Thesis	Builds a clear central idea — topic, position, and preview — before a word of the body is written.
3	TREES — Grow a Great Essay	The backbone structure: Thesis, Reason, Evidence, Explanation, Significance.
4	CSI — Evidence Is on the Way	Choosing evidence that is truly relevant, not just any quotation.
5	Leave Some TRACKS	The six kinds of measurable text evidence students hunt for as they read.
6	Deep Facts — Explanation Groove	The heart of the rubric: explaining evidence, not just citing it.
7	Reasons or Ways	Sorting the reasons and ways that develop an idea into a focused whole.
8	Stir It Up — Inference Recipe	Combining what the text says with what the reader knows to infer meaning.
9	Up My Thinking Tree	Climbing the thinking levels from noticing to defending an idea.
10	Word Garden	Growing academic and content vocabulary that makes writing precise.
11	Make It Stronger — Revising	Revising for coherence, sentence structure, clarity, and word choice.
12	Sweep It Clean — Editing	Editing for the conventions of standard English so writing is clear and credible.
13	Writing Process Drill	A quick, spirited run through the whole writing process, start to finish.
14	Conclusion — Three Rs Jingle	Closing strong: restate, reflect, and resolve the response.

Teach BIG Songs → TEKS & ELPS Alignment

Every song, its genre, the ★ primary standard it anchors, all supporting Grade 3-4-5 TEKS, and the ELPS it develops.

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Song & Genre	Supporting TEKS (Grades 3 • 4 • 5) – ★ primary highlighted	ELPS developed
Opening — “Every Great Essay Has Something To Say” <i>the anthem for the whole essay-writing process</i> Upbeat anthem	★ PRIMARY 3.11.B • 4.11.B • 5.11.B develop drafts into a focused, structured, and coherent piece of writing by 3.11.A • 4.11.A • 5.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.11.E • 4.11.E • 5.11.E publish written work for appropriate audiences 3.12.B • 4.12.B • 5.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft 3.12.C • 4.12.C • 5.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and 3.7.B • 4.7.B • 5.7.B write a response to a literary or informational text that demonstrates an understanding of a text 3.7.C • 4.7.C • 5.7.C use text evidence to support an appropriate response	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
TRACKS — “Leave Some Tracks” <i>the six evidence types; finding & citing evidence</i> Country	★ PRIMARY 3.7.C • 4.7.C • 5.7.C use text evidence to support an appropriate response 3.6.F • 4.6.F • 5.6.F make inferences and use evidence to support understanding 3.6.G • 4.6.G • 5.6.G evaluate details read to determine key ideas 3.7.E • 4.7.E • 5.7.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 4.F use visual and contextual support to read grade-appropriate content-area text, confirm understanding, and develop vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
Writing Process Drill Chant <i>the full writing process, start to finish</i> Drill cadence / chant	★ PRIMARY 3.11.B • 4.11.B • 5.11.B develop drafts into a focused, structured, and coherent piece of writing by 3.11.A • 4.11.A • 5.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.11.C • 4.11.C • 5.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11.D • 4.11.D • 5.11.D edit drafts using standard English conventions, including 3.11.E • 4.11.E • 5.11.E publish written work for appropriate audiences	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired

TREES — “Grow a Great Essay” <i>the essay-structure framework</i> Folk / acoustic	★ PRIMARY 3.11.B · 4.11.B · 5.11.B develop drafts into a focused, structured, and coherent piece of writing by 3.11.A · 4.11.A · 5.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.12.B · 4.12.B · 5.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft 3.12.C · 4.12.C · 5.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and 3.7.B · 4.7.B · 5.7.B write a response to a literary or informational text that demonstrates an understanding of a text	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
“Three Pieces to a Thesis” (the Thesis rap) <i>writing a clear thesis / controlling idea</i> Rap / hip-hop	★ PRIMARY 3.11.B · 4.11.B · 5.11.B develop drafts into a focused, structured, and coherent piece of writing by 3.12.C · 4.12.C · 5.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and 3.7.B · 4.7.B · 5.7.B write a response to a literary or informational text that demonstrates an understanding of a text 3.7.C · 4.7.C · 5.7.C use text evidence to support an appropriate response	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 3.D speak using grade-level content-area vocabulary in context to internalize new words and build academic language ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary
“Reasons or Ways” (the R in TREES) <i>giving reasons to support an opinion/argument</i> Upbeat pop	★ PRIMARY 3.12.C · 4.12.C · 5.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and 3.11.B · 4.11.B · 5.11.B develop drafts into a focused, structured, and coherent piece of writing by 3.7.C · 4.7.C · 5.7.C use text evidence to support an appropriate response	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 3.D speak using grade-level content-area vocabulary in context to internalize new words and build academic language ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary

CSI – “Evidence Is on the Way” <i>Connect · Support · Infer — using text evidence</i> Upbeat pop	★ PRIMARY 3.7.C · 4.7.C · 5.7.C use text evidence to support an appropriate response 3.6.F · 4.6.F · 5.6.F make inferences and use evidence to support understanding 3.6.G · 4.6.G · 5.6.G evaluate details read to determine key ideas 3.7.B · 4.7.B · 5.7.B write a response to a literary or informational text that demonstrates an understanding of a text 3.7.G · 4.7.G · 5.7.G discuss specific ideas in the text that are important to the meaning	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 4.F use visual and contextual support to read grade-appropriate content-area text, confirm understanding, and develop vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
Deep Facts – “Explanation Groove” <i>explaining and elaborating on evidence</i> Funk / groove	★ PRIMARY 3.7.B · 4.7.B · 5.7.B write a response to a literary or informational text that demonstrates an understanding of a text 3.6.H · 4.6.H · 5.6.H synthesize information to create new understanding; and 3.7.C · 4.7.C · 5.7.C use text evidence to support an appropriate response 3.7.G · 4.7.G · 5.7.G discuss specific ideas in the text that are important to the meaning	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 4.F use visual and contextual support to read grade-appropriate content-area text, confirm understanding, and develop vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
Stir It Up – “Inference Recipe” <i>making inferences from a text</i> Reggae	★ PRIMARY 3.6.F · 4.6.F · 5.6.F make inferences and use evidence to support understanding 3.6.D · 4.6.D · 5.6.D create mental images to deepen understanding 3.6.H · 4.6.H · 5.6.H synthesize information to create new understanding; and	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 4.F use visual and contextual support to read grade-appropriate content-area text, confirm understanding, and develop vocabulary ELPS 2.C learn new language structures, expressions, and academic vocabulary heard during classroom instruction and interactions
Conclusion – “The Three R’s Jingle” <i>writing strong conclusions</i> Jingle / traditional	★ PRIMARY 3.11.B · 4.11.B · 5.11.B develop drafts into a focused, structured, and coherent piece of writing by 3.12.B · 4.12.B · 5.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft 3.12.C · 4.12.C · 5.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
“Up My Thinking Tree” (thinking levels)	★ PRIMARY 3.6.I · 4.6.I · 5.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and

<i>the RPLD thinking-level climb; monitoring comprehension</i> Upbeat pop	understanding breaks down 3.6.A · 4.6.A · 5.6.A establish purpose for reading assigned and self-selected texts 3.6.B · 4.6.B · 5.6.B generate questions about text before, during, and after reading to deepen understanding and gain information 3.7.E · 4.7.E · 5.7.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	reviewing to acquire basic and grade-level vocabulary ELPS 2.C learn new language structures, expressions, and academic vocabulary heard during classroom instruction and interactions ELPS 4.F use visual and contextual support to read grade-appropriate content-area text, confirm understanding, and develop vocabulary
Word Garden (content vocabulary) <i>content vocabulary from a particular cluster and module within the Writing Academy Supplemental Support System</i> Pop	★ PRIMARY 3.3.B · 4.3.B · 5.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words 3.3.C · 4.3.C · 5.3.C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and 3.3.D · 4.3.D · 5.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text 3.7.F · 4.7.F · 5.7.F respond using newly acquired vocabulary as appropriate; and	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 3.D speak using grade-level content-area vocabulary in context to internalize new words and build academic language ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary
Make It Stronger — the Revising Song <i>revising to make writing stronger (READ)</i> Empowering pop anthem	★ PRIMARY 3.11.C · 4.11.C · 5.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary ELPS 5.G narrate, describe, and explain with increasing specificity and detail as more English is acquired
Sweep It Clean — the Editing Song <i>editing for standard English conventions</i> Kids pop	★ PRIMARY 3.11.D · 4.11.D · 5.11.D edit drafts using standard English conventions, including	ELPS 1.C use strategic learning techniques such as concept mapping, memorizing, comparing, and reviewing to acquire basic and grade-level vocabulary ELPS 5.B write using newly acquired basic vocabulary and content-based grade-level vocabulary

Codes 3.x · 4.x · 5.x are the parallel standards at each grade. TEKS/ELPS wording is the official student expectation. Generous by design — the ★ marks the best-fit anchor.

SONG LYRICS

Opening — Every Great Essay Has Something to Say

the anthem

Verse 1

Every great essay has something to say,
A point with a purpose to lead the way.
Start with a thesis, make it clear,
Tell that reader why you're here!
Give me reasons, show me ways,
Build that thinking phrase by phrase.
Find some evidence, strong and true,
Then explain what that proof means to you!

Chorus

Say it! Show it! Make it clear!
Give your reader something to hear!
Think it! Link it! Make it strong!
Every little piece belongs!
Thesis! Evidence! Explain away!
Great essays have something to say!
From the first big thought to the final line,
Make it matter every time!

Verse 2

Don't just find it, TAP that proof!
Then use your THINKING to raise the roof!
Make an inference, connect the clues,
Show the reader the thinking you choose.
Take that meaning one step more,
Find the BIG idea worth writing for.
When your thinking reaches beyond just you,
That's when great writing really comes through!

Rhyme Break

What's my point? THESIS! What backs it up? EVIDENCE!
What does it mean? EXPLAIN! What did I learn? USE MY BRAIN!
What's the big idea when I'm through?
MAKE IT MATTER TO ME AND YOU!

Final Chorus

Say it! Show it! Make it clear!
Pull that reader close and near!
Think it! Link it! Make it shine!
Build that essay line by line!
A point with purpose, proof that's strong,
Thinking that shows why it belongs.
Then close it out in a powerful way,
EVERY GREAT ESSAY HAS SOMETHING TO SAY!
Find it! TAP it! THINK it through!
Explain the meaning, make it new!
And when that BIG idea flies away,
MAKE IT MATTER EVERY DAY!
Every great essay, has something to say!

SONG LYRICS

Writing Process Drill

the drafting chant

Opening Cadence

Writers ready?
WRITERS READY!
Brains switched on?
BRAINS SWITCHED ON!
Step by step!
WRITE IT RIGHT!
Left! Left!
LEFT-RIGHT-LEFT!
Writing process!
STEP BY STEP!

The Writing Process Drill

Read with prosody, leave some tracks
Read with prosody, leave some tracks
Shape the prompt, and answer back
Shape the prompt, and answer back
Write the thesis to convince
Write the thesis to convince
Show them proof called evidence
Show them proof called evidence
Bring together, signals find
Bring together, signals find
From the text and from my mind
From the text and from my mind
Relate it to all who read
Relate it to all who read
Let my writing meet a need
Let my writing meet a need

Closing Cadence

Read it!
TRACK IT!
Shape it!
ANSWER BACK!
Thesis!
MAKE IT CLEAR!
Evidence!
PROOF RIGHT HERE!
Text and mind!
BRING THEM THROUGH!
Relate it!
MAKE IT TRUE!
Who can write?
WE CAN WRITE!
Who can think?
WE CAN THINK!
Build that brain!
LINK BY LINK!
LEFT! LEFT! LEFT-RIGHT-LEFT!
THINK IT STRONG AND WRITE IT BEST!
LEFT! LEFT! LEFT-RIGHT-LEFT!
WRITING PROCESS, STEP BY STEP!

SONG LYRICS

Three Pieces to a Thesis

thesis

Intro - counting beat

One, two, three! There's a thesis recipe!
One, two, three! Come and build it up with me!
Three little pieces, that's all we need,
Find 'em, mark 'em, then we read!
TOPIC! CHARGE! ANSWER!
ONE, TWO, THREE!
THREE PIECES TO A THESIS!

Verse 1 - The Topic

First comes the TOPIC, what are we talking about?
Find that important noun, circle it out!
Make a circle, round and round.
The noun of importance is what we found!
Topic, topic, circle me! That's piece number ONE of THREE!

Verse 2 - The Charge

Next comes the CHARGE, what must I do?
Look for the important verb that gives me the clue!
Make a box! Four straight sides!
The verb of importance is hiding inside!
Charge, charge, box me in! Piece number TWO, now we begin!

Verse 3 - The Answer

Now comes the piece that belongs to ME!
The prompt doesn't give it, it's what I THINK it should be!
The ANSWER TO THE CHARGE comes from the author's mind.
So make a triangle, there's piece number THREE to find!
Answer, answer, triangle me! Now I've got all ONE-TWO-THREE!

Where Does It Come From

TOPIC from the PROMPT! Circle!
CHARGE from the PROMPT! Box!
ANSWER from the AUTHOR! Triangle!
Prompt! Prompt! Author! Prompt! Prompt! Author!
First two are GIVEN, the last one is MINE!
Put all three together, AND MY THESIS WILL SHINE!

Big Chorus

ONE, TWO, THREE! THESIS RECIPE!
TOPIC! What's it about?
CHARGE! What must I figure out?
ANSWER! That part comes from me!
THREE PIECES! THAT'S A THESIS! ONE, TWO, THREE!
Circle the noun! Box the verb! Triangle the answer in your own words!
TOPIC plus CHARGE plus ANSWER makes a THESIS, ONE, TWO, THREE!

Shape Break

Circle! NOUN! Box! VERB! Triangle! ANSWER!
CIRCLE, TOPIC! BOX, CHARGE! TRIANGLE, ANSWER!
ONE! TWO! THREE! THAT'S MY THESIS RECIPE!

Verse 4 - Put It Together

The prompt gives me two pieces, I bring number three.
It asks me what to think about, but the answer comes from me!
The TOPIC tells the subject. The CHARGE tells what to do.
The ANSWER tells my thinking, NOW MY THESIS IS BRAND NEW!
Not just copying the prompt, not just words that I can see,
I add my own answer to complete the three!

Final Chorus

ONE, TWO, THREE! THESIS RECIPE!
TOPIC is the NOUN, circle it around!
CHARGE is the VERB, box the action word!
ANSWER is MY THINKING, triangle number three!
Put 'em all together, THAT'S A THESIS, YES INDEED!
Circle! Box! Triangle!
Build it up and there you go, three little pieces make your thinking SHOW!
ONE! TWO! THREE! THREE PIECES TO A THESIS!

SONG LYRICS

TREES — Grow a Great Essay

essay structure

Intro

Ready to grow a great essay? Let's plant some TREES!

Chorus

T-R-E-E-S, grow your essay, if you please!
Thesis, Reasons, Evidence too,
Explanation, Significance, that's what strong writers do!
T-R-E-E-S, grow your essay with TREES!

Verse 1 - T

T is for THESIS, address the prompt first!
Say what you think in a clear, strong burst!

Verse 2 - R

R is for REASONS, and WHY you are right!
Give strong reasons, make your essay bright!

Verse 3 - E

First E is EVIDENCE, proof from the text!
Show me the part that comes up next!

Verse 4 - E

Second E, EXPLANATION, don't make them guess!
Tell how your evidence proves your best!

Verse 5 - S

S is SIGNIFICANCE, the big idea!
Why does it matter? Make it clear!

Breakdown - call and response

What do we plant for a great essay? TREES!
T means? THESIS! R means? REASONS! E means? EVIDENCE! E means? EXPLAIN! S means?
SIGNIFICANCE!

Final Chorus

T-R-E-E-S, grow your essay, if you please!
Thesis, Reasons, Evidence too,
Explanation, Significance, that's what strong writers do!
T-R-E-E-S, grow your essay with TREES!

Outro

Plant your TREES and watch them grow, a great essay, top to bottom, row by row!

SONG LYRICS

Reasons or Ways

reasons

Intro - Call and Response

When you read a prompt, what do you do?
Spot the clue! Know what to do!
If it asks WHY?
Reasons!
If it asks HOW?
Ways!
Spot the clue! Know what to do! WHY means REASONS! HOW means WAYS!

Chorus

WHY, WHY, WHY? Give me reasons, tell me why!
HOW, HOW, HOW? Show the ways, tell me how!
Spot the clue! Know what to do!
WHY means REASONS! HOW means WAYS!
Then when I'm ready to have my say,
Hear ye! Hear ye! Reasons are near me!
Hear ye! Hear ye! Ways are near me!
Now I know just what to say!

Verse 1 - Listen for Why

If I see IMPORTANCE, Why!
If I see SIGNIFICANCE, Why!
If I see MOST LIKELY, Why!
If I see REASONS, Why!
And if the prompt comes right out and simply asks me WHY,
WHY means reasons, reasons tell why!
Get those reasons ready, here comes my reply!
Hear ye! Hear ye! Reasons are near me!
I thought it through, here's my reason for you!

Chorus

WHY, WHY, WHY? Give me reasons, tell me why!
HOW, HOW, HOW? Show the ways, tell me how!
Spot the clue! Know what to do!
WHY means REASONS! HOW means WAYS!
Hear ye! Hear ye! Reasons are near me!
Hear ye! Hear ye! Ways are near me!
Read it! Think it! Know what to say!

Verse 2 - Listen for How

If I see CONTRIBUTES, How!
If I see INFLUENCES, How!
If I see REVEALS, How!
If I see EFFECTS, How!
If I see WAYS, How!
And if the prompt comes right out and simply asks me HOW,
HOW means ways, show how they connect!
One thing and another, what is the effect?
Hear ye! Hear ye! Ways are near me!
This, and this, connect like this!

Bridge - The Big Difference

Why? Reasons! How? Ways!
Why? Reasons! How? Ways!
WHY tells REASONS! HOW tells WAYS!
Reasons tell WHY! Ways tell HOW!
Read that prompt, you know it now!

Verse 3 - Clue Word Challenge

Importance! Why, reasons!
Contributes! How, ways!
Significance! Why, reasons!
Influences! How, ways!
Most likely! Why, reasons!
Reveals! How, ways!
Why! Reasons! How! Ways!
Why! Reasons! How! Ways!

Final Chorus

WHY, WHY, WHY? Give me reasons, tell me why!
HOW, HOW, HOW? Show the ways, tell me how!
Spot the clue! Know what to do!
WHY means REASONS! HOW means WAYS!
Hear ye! Hear ye! Reasons are near me!
Hear ye! Hear ye! Ways are near me!
Spot the clue! Think it through!
Read that prompt, you know what to do!
Why? Reasons! How? Ways!
Hear ye! Hear ye! I know what to say!

SONG LYRICS

Leave Some Tracks

evidence (TRACKS)

Verse 1

Got my boots on, passage in hand,
Lookin' for clues all across the land.
Every little detail leaves a mark,
Follow those TRACKS and light that spark.
If I can TAP it, I can use it,
If I can find it, I can prove it.
Evidence leads where thinkers go,
Follow those TRACKS and let it show!

Chorus

Leave some TRACKS, leave some TRACKS,
Find that evidence, bring it back!
TAP what you find, THINK what it means,
Follow those clues through every scene.
Leave some TRACKS, don't lose your way,
Evidence helps us know what to say.
TAP it, THINK it, make it connect,
TRACKS lead the way to what comes next!

Verse 2

T is for TIME, what age, what day?
History and culture can show us the way.
R is REACTIONS, what happened then?
Solutions, effects, how it all had to end.
A is ACTIONS, trouble on track,
Problems and conflicts and causes come back.
C is CHARACTERS, CONCEPTS, CREATURES too,
The ones making choices and seeing them through.

Country Turnaround

Who did what? What happened when?
What caused trouble? What fixed it again?
Keep on ridin', don't turn back,
Every good reader leaves some TRACKS!

Verse 3

K is KEY KNOWLEDGE, unlock the door,
Important information helps us learn more.
S is the SETTING, look all around,
Scenery and senses, sights and sounds.
Time and reactions, actions we see,
Characters and concepts and creatures may be,
Key knowledge, setting, all six on the map,
THAT'S THE EVIDENCE WE REACH OUT AND TAP!

Chorus

Leave some TRACKS, leave some TRACKS,
Find that evidence, bring it back!
TAP what you find, THINK what it means,
Follow those clues through every scene.
Leave some TRACKS, don't lose your way,
Evidence helps us know what to say.
TAP it, THINK it, make it connect,
TRACKS lead the way to what comes next!

Bridge

I don't just grab any words I see,
I pick the proof that matters to me.
I TAP the evidence, then I THINK,
What does it mean? What is the link?
Evidence first, inference next,
TAP from the passage, THINK past the text!

Final Roll Call

T! TIME! R! REACTIONS! A! ACTIONS!
C! CHARACTERS, CONCEPTS, CREATURES!
K! KEY KNOWLEDGE! S! SETTING!
T-R-A-C-K-S, six kinds of evidence help us do our best!
Reach out and TAP it, THINK it through,
Let those TRACKS tell you what to do!
Leave some TRACKS, leave some TRACKS,
Good strong thinking follows facts!
TAP what you find, THINK what you know,
Follow those TRACKS wherever they go!

SONG LYRICS

CSI — Evidence Is on the Way

evidence relevance

Hey! Hey! Hey!
Are you ready? Let's find some evidence!
Hey! Hey! Hey!
Evidence is on the way
Find the proof and make it fit
CSI will help with it
Connect S support I infer
Show your thinking loud and clear
Hey! Hey! Hey! Evidence is on the way
Connect support infer today
CSI will lead the way
I found a clue, I found a fact
Now I've got to connect it back
How does this evidence fit what I say?
Connect it, connect it, show the way
I have an answer
I have a thought
Now I need the proof I sought
Find a detail
Find a clue
Use that evidence to prove what's true
Now I've got the evidence
But I'm not done yet
What does it mean?
What does it show?
Read the clue, think it through
Tell what the evidence means to you
What do we do with evidence?
C means connect
S means support
I means infer
Connect support
Infer
Make your thinking loud and clear
Find it, use it, think it through
Tell us what the evidence
Proves to you
Hey! Hey! Evidence is on the way
Hey!
C-S-I / WORD OVERLAY CUE SHEET (when each is SAID/SUNG)
Whole 'CSI' said:
0:12.54 "CSI"
0:24.94 "CSI"
C-S-I letters spelled (chorus 'C-Connect S-Support I-Infer'):
line [0:14.64-0:16.84]: Connect S support I infer
0:14.64 Connect
0:15.12 S
0:15.64 support
0:16.14 I
0:16.44 Infer
0:16.84 Show
line [0:22.18-0:24.94]: Connect support infer today
0:22.18 Connect
0:23.18 support
0:23.82 infer
0:24.32 today
0:24.94 CSI
BREAKDOWN spell-out ('C means connect / S means support / I means infer'):
1:07.84 C means connect
1:09.28 S means support
1:10.36 I means infer
CONNECT / SUPPORT / INFER (verse moves):
CONNECT: 0:14.64, 0:22.18, 0:30.12, 0:34.24, 0:34.50, 1:08.86, 1:11.84
SUPPORT: 0:15.64, 0:23.18, 1:09.92, 1:12.42
INFER: 0:16.44, 0:23.82, 1:11.18, 1:13.10

SONG LYRICS

Deep Facts — Explanation Groove

explanation

Spoken Intro - over a beat

Got some evidence? That's a start.
Now make it matter. Do your part.
Don't just drop it. Don't just state it.
Take that thinking... EXPLAIN IT!

Verse 1 - Start It Up

Before I explain, I know where to go.
Four little words get the thinking to flow:
THIS... THAT... THESE... THOSE...
Slide into the sentence, watch the meaning grow.
THIS... THAT... THESE... THOSE...
Point back to the evidence, then tell what you know.
This shows... That means... These details tell... Those facts help explain it well!

Chorus

WOW! WOW! WOW! I'M EXPLAINING NOW!
Take what I know and break it on down.
Stretch that thinking, make it make sense.
Show the connection, show the evidence!
WOW! WOW! WOW! I'M EXPLAINING NOW!
One fact isn't finished till I tell you HOW!

Verse 2 - The First Four

Here come the first four, ready, set, roll!
D, DEFINITION, tell what it means, clear up the word, make the idea clean.
E, EXAMPLE, show me one case, put that idea right in its place.
E, EXPERT TESTIMONY, bring in a voice who knows the stuff and backs up the choice.
P, PROCESS, step after step, what came first? And what came next?
Mean it. Show it. Quote it. Go through it.
DEEP... Now we're getting into it!

Short Hook

THIS! THAT! THESE! THOSE!
That's how explanation grows!
THIS! THAT! THESE! THOSE!
Point to the proof, then tell what it shows!

Verse 3 - Facts, Analogy, Compare

Now we hit the middle, three more ways.
Different kinds of thinking for different days.
F, FACTS, give something true. Dates, numbers, details, bring the proof through.
A, ANALOGY, make something new feel easier to understand, connect it to something you already knew.
C, COMPARE AND CONTRAST, line them up. What is the same? What is different? Now look close, what does that comparison teach us?
Facts tell. Analogies connect. Comparisons reveal what we might not expect.

Chorus

WOW! WOW! WOW! I'M EXPLAINING NOW!
Take what I know and break it on down.
Not just evidence, tell what it means!
Build that thinking in between!
WOW! WOW! WOW! I'M EXPLAINING NOW!
I've got the proof, now watch me tell you how!

Verse 4 - The Big Finish

Two more left, and they're powerful too.
One shows what changed. One tells what happened to you.
T, TIPPING POINT, one thing happens, then something changes. Cause leads to effect, and the whole situation rearranges.
Because THIS happened, THAT happened next. That's a tipping point, CAUSE, AND, EFFECT!
S, STORY, tell a little moment. Show what occurred. Let an event help explain your words.
A person. A moment. A choice. A result. Sometimes a story makes the meaning jump out!

Deep Facts Rhythm Break

D, Definition! Meaning.
E, Example! Show it.
E, Expert! Who knows it?
P, Process! Step through it.
F, Facts! True stuff.
A, Analogy! It's like...
C, Compare and Contrast! Same? Different?
T, Tipping Point! Cause and Effect.
S, Story! What happened?
D... E... E... P... F... A... C... T... S...
DEEP FACTS! NINE WAYS TO MAKE THINKING CLEAR!

Bridge - Don't Leave It Hanging

Don't leave your evidence sitting all alone.
Don't make your reader figure it out on their own.
You found the proof, NOW DO SOMETHING WITH IT!
Explain the meaning. Explain the link. Show the reader how you think.
Evidence says: HERE'S WHAT I FOUND.
Explanation says: HERE'S WHY IT COUNTS.

Big Chorus

WOW! WOW! WOW! I'M EXPLAINING NOW!
Definition, Example, Expert knows how.
Process, Facts, Analogy too.
Compare and Contrast shows another view.
Tipping Point, CAUSE AND EFFECT!
Story, TELL WHAT HAPPENED NEXT!
WOW! WOW! WOW! I'M EXPLAINING NOW!
Nine different choices, DEEP FACTS SHOWS HOW!

Final Build

This... That... These... Those...
THIS, THAT, THESE, THOSE!
POINT TO THE PROOF, TELL WHAT IT SHOWS!
WOW! WOW! WOW! I'M EXPLAINING NOW!
DEEP FACTS! DEEP THINKING! MAKE IT CLEAR!
WOW! WOW! WOW! I'M EXPLAINING NOW!

SONG LYRICS

Stir It Up — Inference Recipe

inference

Intro

Evidence in, thinking too,
Stir it together, make something new!
Clues from the text plus what I see,
That's an inference made by ME!
Independent! That's my view.
Evidence plus thinking makes meaning new!

Chorus

Stir it up! Stir it up! Mix it all around!
Evidence and thinking, look what I found!
ME means INDEPENDENT!
WE means SIGNIFICANT!

Verse 2

Now make it bigger, take it one more way,
Add your experience to what the evidence says.
Think beyond yourself, make the meaning grow,
From ME to WE, now everybody knows!
Significant! Reflective! Bigger thinking too!
Evidence plus experience can make a truth for you...
AND OTHERS TOO!

Chorus

Stir it up! Stir it up! Mix it all around!
Evidence and thinking, look what I found!
ME means INDEPENDENT!
WE means SIGNIFICANT!

Final Hook

Evidence plus thinking, INFERENCE!
Evidence plus experience, SIGNIFICANCE!
ME to WE, watch my thinking grow!
STIR IT UP, AND THERE YOU GO!

SONG LYRICS

Up My Thinking Tree

thinking levels

Verse 1

Start down low where thinkers grow,
One little step, then up we go.
Build my brain and build my mind,
One new level at a time.
Red is Foundational, I do what I'm shown.
Orange is Emergent, I'm trying on my own.
Yellow is Visible, my connection can be seen.
Independent, I infer, and that is green!

Chorus

Red, orange, yellow, green,
Climbing up my thinking tree!
Step by step, my thinking grows,
Higher, stronger, up it goes!
Red, orange, yellow, green,
Then BLUE flies free!

Verse 2

The first four levels grow with me,
Branch by branch upon my tree.
But when my thinking reaches BLUE,
It's bigger than just what I knew.
Reflective thinking spreads its wings,
A Bluebird Moment is what it brings.
It leaves my tree and flies away,
A thought for everyone, every day.

Final Chorus

Red, I follow! Orange, I try!
Yellow, connections catch my eye!
Green, I infer independently!
Blue, my thinking flies FREE!
Build my brain, build my mind,
One new level at a time!
Four on my tree, then BLUE flies free!
THAT'S HOW THINKERS GROW!

SONG LYRICS

Word Garden

vocabulary

soft intro — spoken gently, music low

Let's grow our words together... breathe... and listen.

Verse — spoken, calm, one word at a time with space

Community... a group of people who live and help in the same place.

Region... a part of a land with its own features and feel.

Resource... something useful we use — like water, wood, or sunlight.

Geography... the study of the places that make up our world.

soft musical rest

Verse — spoken, calm

Harbor... a safe place by the water where ships can rest.

Climate... the usual weather of a place, over a long, long time.

Tradition... something special, passed gently from one generation to the next.

Evidence... the proof that shows an idea is true.

gentle outro — spoken, fading

Community... region... resource... evidence... let the words settle in. Good thinking today.

SONG LYRICS

Conclusion — The Three R's

conclusion

Verse 1

When my writing's nearly done,
Three little Rs will make it strong!
R number one, RESTATE! Say the thesis a different way.
Exchange some words, rearrange the flow,
Keep the BIG point so the reader still knows!
R number two, REFER! Point back to the proof you gave.
Don't list every fact all over again,
Say "this evidence," "these details," and bring it back in!

Chorus

Restate! Refer! Reflect!
Three little Rs I won't forget!
Restate the point, refer to the proof,
Then REFLECT and tell the BIG truth!

Verse 2

R number three, REFLECTION! Now take that thinking in a BIG direction!
Lesson, moral, theme, or thought,
What's the BIG idea this writing taught?
Here comes the moment, get ready for flight,
BLUEBIRD MOMENT! MAKE IT TAKE FLIGHT!
It leaves my tree, flies tree to tree,
Because this thought isn't only for me!

Final Chorus

Restate! Refer! Reflect!
That's how conclusions make an effect!
Say it again, point back to the proof,
Then give EVERYONE the lasting truth!
Bluebird flying, tree to tree,
Make it matter to you and me!
THREE Rs CLOSE IT RIGHT,
RESTATE! REFER! REFLECT!

SONG LYRICS

Sweep It Clean

editing

Intro

Pencil down? Not yet, my friend —
A great writer edits to the very end!

Verse 1

I wrote my draft, I said what I mean,
But before it's done, I gotta sweep it clean.
Capital letters standing tall,
End marks catching the end of it all.

Pre-Chorus

Subject and verb — do they agree?
Sun and raindrop, Sentence Weather, can't you see?

Chorus

Sweep it, sweep it, make it clean!
Best little edit you've ever seen.
Catch the mistake, fix it right,
Make your writing shine so bright!
E-D-I-T — edit! (edit!)
You're not done 'til you've said it.
Sweep it, sweep it, make it clean —
Now that's a writer's editing machine!

Verse 2

Spell those words the way they go,
High-frequency friends I already know.
Quotation marks around what they said —
Match the passage, use your head.

Pre-Chorus

Notice it, choose it, show what you see,
Own your fix and defend it — that's the key!

Chorus

Sweep it, sweep it, make it clean!
Best little edit you've ever seen.
Catch the mistake, fix it right,
Make your writing shine so bright!
E-D-I-T — edit! (edit!)
You're not done 'til you've said it.
Sweep it, sweep it, make it clean —
Now that's a writer's editing machine!

Bridge

Read it slow, read it twice,
An editor's eye is worth the price.
One more sweep before you're through —
Your very best writing is up to you!

Chorus

Sweep it, sweep it, make it clean!
Best little edit you've ever seen.
Catch the mistake, fix it right,
Make your writing shine so bright!

Outro

Sweep it clean... edit! Make it shine!

SONG LYRICS

Make It Stronger

revising

Intro

My first draft's done — but I'm not through,
'cause a good writer knows what revising can do!

Verse 1

Editing fixes the spelling and the rest,
but REVISING is how I make my writing its best.
I move my ideas, I make them all fit —
I don't just correct it, I strengthen it!

Pre-Chorus

So how do I do it? Let me show you the way —
just R-E-A-D and you're on your way!

Chorus

REARRANGE it! Move it around!
EXCHANGE it! A stronger word found!
ADD it! More detail, more proof!
DELETE it! Cut what I don't use!
Read it, revise it, make it strong —
that's how my writing grows along!
R-E-A-D — revise! Revise!
Watch my writing come alive!

Verse 2

A boring word? I'll trade it for a bright one.
Missing a detail? Watch me add the right one.
Out of order? I'll rearrange the flow.
Doesn't belong? Out the door it goes!

Pre-Chorus

Notice it, choose it, show what you see,
own it and defend it — revising's the key!

Chorus

REARRANGE it! Move it around!
EXCHANGE it! A stronger word found!
ADD it! More detail, more proof!
DELETE it! Cut what I don't use!
Read it, revise it, make it strong —
that's how my writing grows along!
R-E-A-D — revise! Revise!
Watch my writing come alive!

Bridge

Editing makes it correct and clean,
revising makes it the best it's ever been.
Two different jobs, and I love them both —
that's how a writer grows!

Chorus

REARRANGE it! Move it around!
EXCHANGE it! A stronger word found!
ADD it! More detail, more proof!
DELETE it! Cut what I don't use!

Outro

Rearrange it, exchange it, add it, take it away —
I revise my writing every single day!

THE RECORDINGS

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