THE WRITING ACADEMY®, LLC

WRITING • READING • LANGUAGE ARTS

THE STANDARDS SWEEP SERIES • A TRIPLET SET

# Writing

## Third Grade

Teaching students to write anything, from a blank page to a finished piece. The plan and draft steps of 11A and 11B, worked across every genre, one week at a time.

**TEKS 11A • 11B** Plan a first draft, then develop it into a focused, structured, and coherent piece of writing.

**36**
WEEKS PER GRADE

**3**
THE TRIPLET: DECK, SCRIPT, TRACKING

**6**
GENRES OF WRITING

**$29**
FULL TRIPLET, ALL 36 WEEKS

## Where this fits: the TREES writing journey

The heart of a written response is **TREES**, and Writing is where it all begins, planning and drafting the piece that the rest of the journey will shape and polish.

| T | R | E | E | S |
|---|---|---|---|---|
| Thesis | Reason or Way | Evidence | Explanation | Significance |

### You are here in the writing journey

**Writing (you are here)** · Thesis · Introductions · Reason or Way · Evidence · Explanation · Revising · Transitions · Editing · Significance · Conclusions · Argumentative

**OUR PURPOSE**

To make writing, the whole journey from a blank page to a finished piece, teachable, repeatable, and doable for every student, and to give teachers a ready path to get them there.

## What it is, and why it matters

Writing is the whole journey, from a blank page to a finished piece. The Writing triplet teaches students to plan a draft with a clear idea (11A), then develop it into a focused, coherent piece (11B), and it works that same process across every genre they will be asked to write.

- **Narrative** tell a true story
- **Informational** explain a topic
- **Argument** take a side
- **Correspondence** write to a reader
- **Poetry** paint with words
- **Research** gather and report

*Every week walks the same process, plan then draft then develop, and each cluster works in a different genre, so students learn to write anything.*

## The big question

**OVERARCHING QUESTION**

How does a student turn a blank page into a finished piece?

**THE ANSWER**

A student turns a blank page into a finished piece by **planning** a draft with a clear idea, then **developing** it with relevant details, one focused and coherent piece at a time.

## Benefits

### For teachers

- A ready to teach five minute bell ringer for every week, no prep.
- Scripted teacher versions, so you never have to be the writing expert.
- Built on the exact skill the state writing rubric rewards.
- A tracking sheet that shows growth across the thinking levels.
- Fits any curriculum, it slots beside whatever your district adopted.

### For students

- A clear, repeatable way to start any piece, not a blank page.
- A plan first, so the writing has a direction from the start.
- The same process for every genre, so nothing feels brand new.
- Practice that climbs from noticing to defending their own choices.
- Confidence to write in any genre the test asks for.

## The triplet, and what it costs

### Student Slide Deck

A 10 slide bell ringer that teaches one writing skill across the thinking levels, with a real cluster passage.

### Teacher Script

The same deck with a word for word SAY and DO script, so any teacher can lead it with confidence.

### Tracking Sheet

A student record that captures thinking at each level and a short written response of their own.

**$29**

for the full 36 week triplet, all three pieces

**About 5 minutes a day**

25 minutes a week, a true bell ringer that fits any schedule

*"The goal is not to label the learner. The goal is to locate the learning."*

RANDI WHITNEY

# Meet the Triplets

*Three Tools. One Standard. One Powerful Instructional System.*

BY RANDI WHITNEY

What happens when instruction, teacher support, and student tracking are all built around the exact same TEKS? You get what we call The Triplets.

The Triplets are three intentionally connected instructional tools: the Student Slide Deck, the Teacher Slide Deck Script, and the Standards Sweep Student Tracking Sheet. Each serves a different purpose, but together they create something much bigger, a complete teaching and learning cycle centered on one specific standard.

**Students see it. Teachers teach it. Students track it.**

The first Triplet is the Student Slide Deck. This is where the standard comes to life for students. Instead of simply reading the TEKS or completing disconnected practice, students experience the skill through examples, questioning, discussion, modeling, guided practice, and application.

The slide deck answers a critical student question: "What does this standard actually look like when I use it?"

But strong student materials are only part of the equation. That is where the second Triplet enters: the Teacher Slide Deck Script.

Behind every student slide is intentional teacher support. The script helps teachers know what to say, what to ask, what misconceptions to watch for, and how to push student thinking further. It gives teachers instructional language without taking away their own personality or professional judgment.

In other words, the student sees the lesson, but the teacher sees the instructional thinking behind the lesson. The deck shows the learning. The script supports the teaching.

Then comes the third Triplet: the Standards Sweep Tracking Sheet. This is where students begin to see their own thinking.

The Standards Sweep gives students a place to record responses, collect evidence, monitor understanding, and notice growth connected directly to the TEKS being taught. Learning is no longer something that simply happens to students. Students become active participants in noticing what they know, what they are still developing, and where they need to go next.

**Why the Triplets Matter.** Too often, classroom resources live in separate worlds. The teacher guide says one thing. The student presentation emphasizes another. The tracking sheet measures something slightly different.

The Triplets eliminate that disconnect. Every component points back to the same standard, the same learning intention, and the same student thinking.

### THE TRIPLET CONNECTION

**Student Slide Deck**
What students see, discuss, practice, and experience.

**Teacher Slide Deck Script**
What teachers say, ask, clarify, model, and reinforce.

**Standards Sweep Tracking Sheet**
What students record, reflect on, monitor, and demonstrate.

*Together, they create alignment from beginning to end. Because when students know what they are learning, teachers know how to guide the learning, and both can see evidence of progress, a TEKS becomes much more than a standard printed on a page. It becomes a shared instructional destination. That is the power of the Triplets. Three connected tools. One clear target. And a classroom where teaching, learning, and evidence finally move together.*

# Beyond the Score

## *Discovering a Student's Thinking Level Through RPLDs*

BY RANDI WHITNEY

A test score can tell us how many questions a student answered correctly. But it does not always tell us how the student is thinking.

That is where Range Performance Level Descriptors, or RPLDs, become so powerful.

RPLDs help educators look beyond a percentage or performance category and examine the kind of thinking a student is currently demonstrating. When paired with our Five Thinking Levels, they give teachers a much clearer picture of where a learner is, and what kind of support may help that learner move forward.

**A score tells us what happened. A thinking level helps us understand why.**

Our Five Thinking Levels describe a progression in the sophistication, independence, and depth of student thinking.

The journey begins with Foundational Thinking, represented by the red circle. At this level, students may be beginning to recognize the skill, identify basic information, or depend heavily on support.

Next comes Emergent Thinking, represented by the orange square. Students are developing the skill and beginning to apply it, but their thinking may still be inconsistent or incomplete.

At the Visible Thinking level, the yellow downward pointing triangle, students are beginning to make their thinking observable. They can show evidence of understanding, explain parts of their reasoning, and engage with the skill in increasingly meaningful ways.

Then comes Independent Thinking, represented by the green upward pointing triangle. Here, students can apply the skill successfully with greater consistency and less teacher support.

Finally, Reflective Thinking, represented by the blue diamond, describes students who can move beyond simply completing the task. They analyze, justify, connect, evaluate, and reflect on their own thinking.

**So where do RPLDs fit?** Think of RPLDs as clues to a student's cognitive address. The language within a performance descriptor can help teachers identify whether a student is beginning, developing, engaging, working independently, or demonstrating highly independent thinking. Rather than treating RPLDs as labels, we can use them as instructional predictors, evidence that helps us estimate the type of thinking a student is currently ready to demonstrate.

**The goal is not to label the learner. The goal is to locate the learning.**

Once teachers identify a student's current thinking level, instruction becomes more intentional. A Foundational thinker may need clearer models and concrete examples. An Emergent thinker may need guided practice and carefully chosen prompts. A Visible thinker may need opportunities to explain and defend ideas. Independent and Reflective thinkers may need greater complexity, transfer, and opportunities to justify their reasoning.

Suddenly, differentiation becomes less about giving students easier or harder work and more about providing the right cognitive next step. We stop asking only, "What score did this student earn?" and begin asking the far more useful question: "What kind of thinking is this student showing, and what will help that thinking grow?"

**THE FIVE THINKING LEVELS**

## The standards it teaches

**11(A)(i):** plan a first draft by selecting a genre for a particular topic, purpose, and audience, using strategies such as brainstorming, freewriting, and mapping.

**11(B):** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

**12, the genre strand:** compose literary, informational, argument, and correspondence texts, plus research, one genre per cluster across the year.

### Student learning objective

Students will plan a draft for a clear purpose and audience, then develop it into a focused, coherent piece, so their writing says exactly what they mean.

### I will statements

- I will plan my draft before I write, with a clear idea.
- I will pick the genre that fits my topic and audience.
- I will develop my idea with relevant details.
- I will make my piece focused, structured, and coherent.

## Every week walks the full range (RPLDs)

Each triplet moves students up the Range Performance Level Descriptors across the week, so they are not just practicing, they are climbing from the foundational level all the way to reflective, highly independent thinking.

| NOTICE | CHOOSE | SHOW | OWN | DEFEND |
|---|---|---|---|---|
| Foundational | Emergent | Visible | Independent | Reflective |
| I recognize it. | I can do it with support. | I can show my thinking. | I can do it myself. | I can defend and transfer it. |

*The same five step climb repeats every week, so students always know where they are and what a stronger answer looks like next.*

> *"We should not continually replace the ladder. We should help students climb higher on the same one."*
>
> **RANDI WHITNEY**

## Real assessment practice, every week

**Written Response • scored across the Five Thinking Levels**

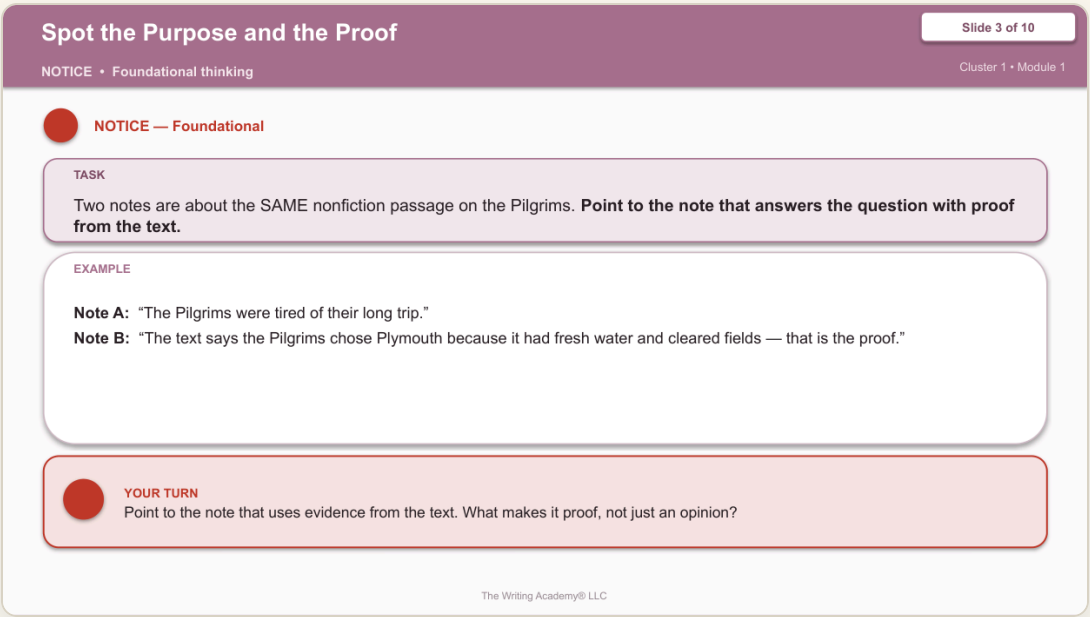
Prompt: Explain why Henry Ford and Sam Walton were important. Use evidence from both passages, and add one sentence that connects their ideas.

### There is no single right answer. The same response is scored as the thinking climbs five levels:

1. Retells one fact from a single passage.
2. Uses one clear detail from a passage.
3. Uses a detail from each of the two passages.
4. Explains how the two details connect.
5. Connects both passages to a bigger idea. ✓ the goal

*A written response shows everything at once, and the five levels let a teacher see exactly how deep the thinking went.*

## A peek at a slide



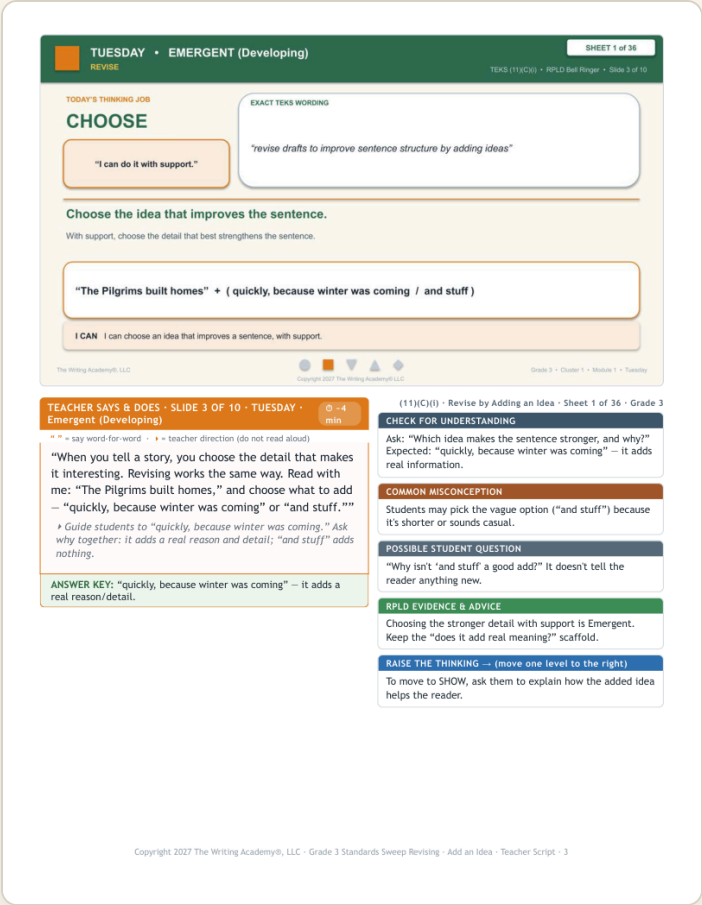

*Week 1 for 3rd grade, planning a response with purpose and proof, one of the writing skills the triplet teaches.*

*Randi Whitney and her expert ECR team train teachers on every part of the ECR.*

**Ask about professional development from The Writing Academy®, LLC.**

# See exactly what teachers hold

Every triplet comes fully scripted and ready to track. Here is a real page so you can see the support built into each one.



TUESDAY • EMERGENT (Developing)
REVISE
SHEET 1 of 36
TEKS (11)(C)(i) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB
CHOOSE

"I can do it with support."

EXACT TEKS WORDING
*"revise drafts to improve sentence structure by adding ideas"*

**Choose the idea that improves the sentence.**

With support, choose the detail that best strengthens the sentence.

**"The Pilgrims built homes" + ( quickly, because winter was coming / and stuff )**

**I CAN** I can choose an idea that improves a sentence, with support.

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Grade 3 • Cluster 1 • Module 1 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · TUESDAY · Emergent (Developing) · ~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"When you tell a story, you choose the detail that makes it interesting. Revising works the same way. Read with me: "The Pilgrims built homes," and choose what to add — "quickly, because winter was coming" or "and stuff.""

▸ *Guide students to "quickly, because winter was coming." Ask why together: it adds a real reason and detail; "and stuff" adds nothing.*

ANSWER KEY: "quickly, because winter was coming" — it adds a real reason/detail.

(11)(C)(i) · Revise by Adding an Idea · Sheet 1 of 36 · Grade 3

CHECK FOR UNDERSTANDING
Ask: "Which idea makes the sentence stronger, and why?" Expected: "quickly, because winter was coming" — it adds real information.

COMMON MISCONCEPTION
Students may pick the vague option ("and stuff") because it's shorter or sounds casual.

POSSIBLE STUDENT QUESTION
"Why isn't 'and stuff' a good add?" It doesn't tell the reader anything new.

RPLD EVIDENCE & ADVICE
Choosing the stronger detail with support is Emergent. Keep the "does it add real meaning?" scaffold.

RAISE THE THINKING → (move one level to the right)
To move to SHOW, ask them to explain how the added idea helps the reader.

Copyright 2027 The Writing Academy®, LLC · Grade 3 Standards Sweep Revising · Add an Idea · Teacher Script · 3

*A scripted page: the slide on top, the teacher script and coaching below. Format shown from our Revising triplet; every triplet, including Writing, is built the same way.*

## What you are looking at

- **The SAY and DO script (left):** word for word teacher talk in quotes, plus quiet teacher directions and an answer key, timed at about five minutes.
- **The coaching column (right):** a Check for Understanding, the **Common Misconception** to watch for, a likely student question, RPLD advice, and how to raise the thinking one level.
- **The result:** any teacher, new or veteran, can lead a strong lesson with zero prep.

## WHAT TEACHERS ARE SAYING

> *"I have never had my kids be this excited about writing all my teaching career!"*
>
> **Third grade teacher, Hays ISD**

> *"It was so much fun being able to look forward to our scores instead of dreading them! The first year we earned an A, I wondered how we would show growth, but now we are in the second year of being an A campus, and those thinking charts made all the difference!"*
>
> **Principal, Mission ISD**

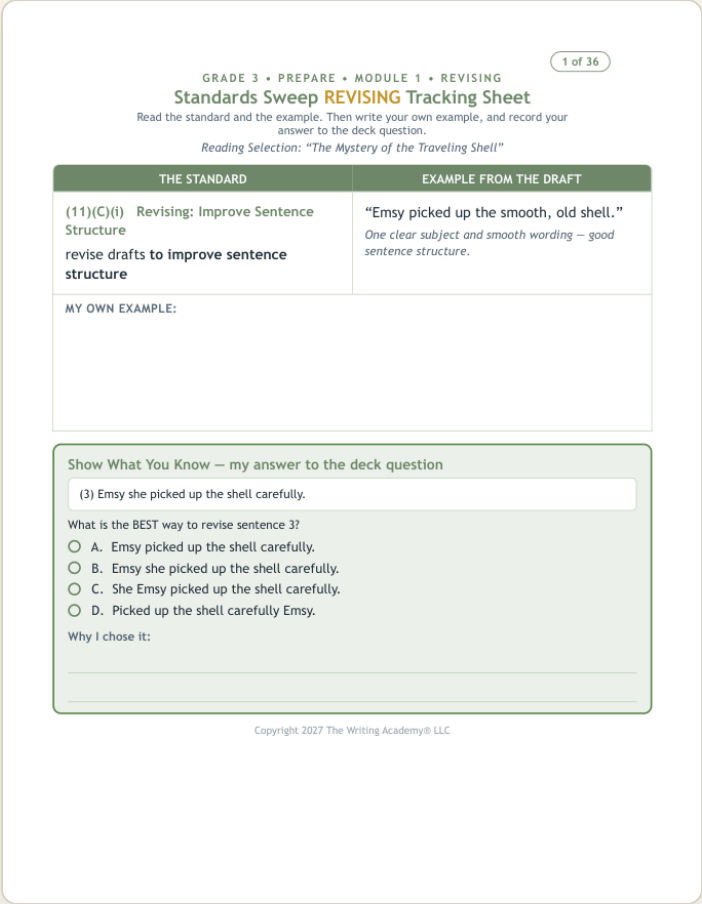
> *"I love how The Writing Academy helped us see the test as a time to Brain Brag!"*
>
> **Fourth grade teacher, Humble ISD**

*"The deck shows the learning. The script supports the teaching."*

**RANDI WHITNEY**

## The tracking sheet, front and back

Students keep their own record of the thinking they build across the week, then practice defending an explanation in their own words.



1 of 36

GRADE 3 • PREPARE • MODULE 1 • REVISING

Standards Sweep REVISING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

*Reading Selection: "The Mystery of the Traveling Shell"*

| THE STANDARD | EXAMPLE FROM THE DRAFT |
|---|---|
| (11)(C)(i) Revising: Improve Sentence Structure<br>revise drafts **to improve sentence structure** | "Emsy picked up the smooth, old shell."<br>*One clear subject and smooth wording — good sentence structure.* |
| MY OWN EXAMPLE: | |

Show What You Know — my answer to the deck question

(3) Emsy she picked up the shell carefully.

What is the BEST way to revise sentence 3?

- A. Emsy picked up the shell carefully.
- B. Emsy she picked up the shell carefully.
- C. She Emsy picked up the shell carefully.
- D. Picked up the shell carefully Emsy.

Why I chose it:

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*Front: the student records their thinking at each level.*

Week 1 of 36

GRADE 3 • PREPARE • MODULE 1 • REVISING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(i) Revising: Improve Sentence Structure • Reading Selection: "The Mystery of the Traveling Shell"

**NOTICE** Foundational

Read all three sentences. Find the ONE that does not sound smooth or clear.

(1) The shell was buried in the sand.
(2) Emsy she picked up the shell carefully.
(3) It sparkled in the sunlight.

**CHOOSE** Emergent

With support, choose the version that reads more smoothly.

( Emsy she picked up the shell. / Emsy picked up the shell. )

**SHOW** Visible

Underline the awkward part. Tell why the smoother version is better.

"The shell it was very old."

**OWN** Independent

Revise the awkward sentence so it reads smoothly — no word bank.

"Emsy she studied the shell."

**DEFEND** Reflective

Defend your revision, then write your own smooth sentence about the shell.

Explain why "Emsy studied the shell" is smoother. Then write your own clear sentence about the mystery shell.

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*Back: space to practice and defend their own explanation.*

> *"Learning is no longer something that simply happens to students. They become active participants in noticing what they know."*
>
> **RANDI WHITNEY**

# From Passive to Participating

## *Why Student Tracking Sheets Matter*

BY RANDI WHITNEY

Students learn best when they are not simply sitting through instruction, but actively participating in it. That is the purpose behind our Student Tracking Sheets.

Too often, classroom instruction can become a one way street. The teacher explains. The students listen. A few students raise their hands. Everyone else watches.

Even when the lesson is excellent, passive listening makes it easy for students to drift, disconnect, or assume that learning is something the teacher is responsible for doing to them.

**Student Tracking Sheets change that dynamic. They give every student a job during instruction.**

As the teacher models, questions, explains, and guides the lesson, students are following along, recording their thinking, responding to prompts, collecting evidence, and making decisions about what they understand. When students have something to do with the learning, they have a reason to stay connected to it.

That matters academically, but it also matters for classroom management. Many behavior problems begin during moments when students are unsure what they should be doing. Long stretches of listening can be especially difficult for young learners. Attention wanders. Side conversations begin. Students find their own ways to fill the space.

A Student Tracking Sheet helps replace passive time with purposeful participation. Instead of asking, "Are you listening?" the teacher can ask, "What did you record?" or "Show me where you found the evidence." The conversation immediately shifts from compliance to learning.

Students also begin to develop greater discipline in their own learning. They learn to follow a lesson from beginning to end, listen for important information, record ideas, revisit their thinking, and notice when their understanding changes. Those are habits that extend far beyond one lesson or one TEKS.

Tracking Sheets also create accountability without turning every moment into a grade. Teachers can quickly see who is following the thinking, who may have misunderstood a concept, and who needs another example. Students have a visible record of what they practiced and what they learned.

Perhaps most importantly, the sheet sends students an important message:

***"You are not an audience member in this classroom. You are part of the learning."***

*Teachers still teach. They model, explain, question, encourage, and challenge. But students are no longer expected to simply sit back and receive the information. They track it. They respond to it. They think about it. They interact with it. And over time, they begin to take greater ownership of it. That is why Student Tracking Sheets are much more than pages to complete. They are a simple way to turn a lesson from something students hear into something students actively experience.*

# Built to Grow

## *Why Great Acronyms Should Last a Lifetime*

BY RANDI WHITNEY

The best instructional tools should not have an expiration date. A student should not learn one writing system at age five, abandon it in fifth grade, and then be handed an entirely different system at age fifteen. That creates unnecessary cognitive clutter.

Instead, powerful instruction gives students a framework they can grow into. That is the thinking behind strong, concept based acronyms such as TREES. The language may become more sophisticated as students grow, but the thinking underneath it should remain familiar.

A great acronym is not simply a list of boxes to check. It should represent big ideas about how thinking works.

**Consider TREES.** A five year old may use those concepts very simply. A fifth grader may begin developing them with stronger evidence and explanation. A fifteen year old may use the same framework to construct a sophisticated literary analysis, argument, or research response.

The vocabulary grows. The texts become more complex. The expectations become more demanding. But the thinking architecture remains stable.

That stability matters. Every time students encounter the same framework, they are not starting over. They are adding sophistication to something their brains already recognize. We should not continually replace the ladder. We should help students climb higher on the same one.

This is also why an acronym should never become a compliance exercise. If students think, "I finished T, so now I check the box and move to R," we have missed the purpose.

**TREES is not a checklist. It is a way of thinking.** Writers move back and forth between ideas, evidence, explanation, and significance. They reconsider their thesis. They strengthen a reason. They realize their evidence needs more explanation. They discover a deeper significance after rereading what they wrote. That is real writing.

The goal of a lasting acronym is not to simplify thinking forever. It is to give students a mental structure strong enough to hold increasingly sophisticated thinking.

Imagine the power of a student reaching high school and recognizing the same framework introduced years earlier. They do not have to ask, "What system are we using now?" Instead, they can ask the far more important question: "How deeply can I think within the system I already know?"

That is what makes an acronym powerful. Not that students can remember the letters, but that, years later, the letters still help them remember how to think.

### TREES, ONE FRAMEWORK THAT GROWS

**T • Thesis or Central Idea**
What am I really trying to say?

**R • Reasonable Way**
What is one logical reason, way, or path that supports that idea?

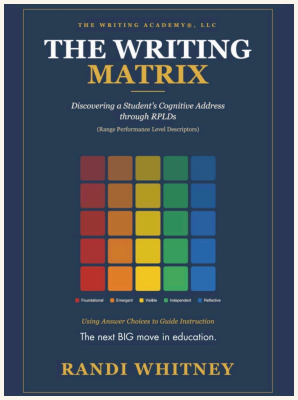
**E1 • Evidence**
What can I show, cite, describe, or point to that supports my thinking?

**E2 • Explanation**
How does that evidence connect back to my idea?

**S • Significance**
Why does this matter, and how does it connect to a larger idea or a lesson learned?

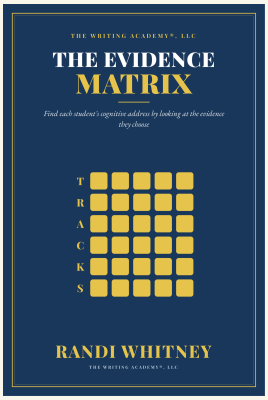
## The Teach BIG library of books

Randi Whitney's books put the whole system on your shelf. Each one turns a piece of the writing process into something you can see, teach, and track.



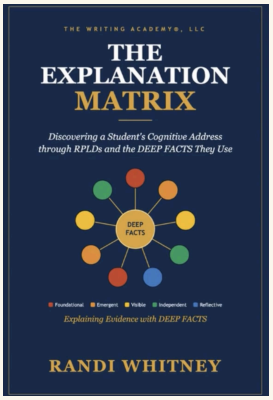

**The Writing Matrix**

The anchor book. Every student's cognitive address across the writing process.



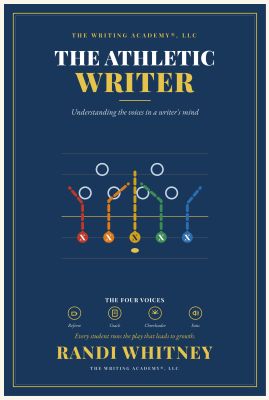

**The Evidence Matrix**

Find each student's thinking by the evidence they choose, the TRACKS.




**The Explanation Matrix**

The DEEP FACTS habits that turn a quote into proof.

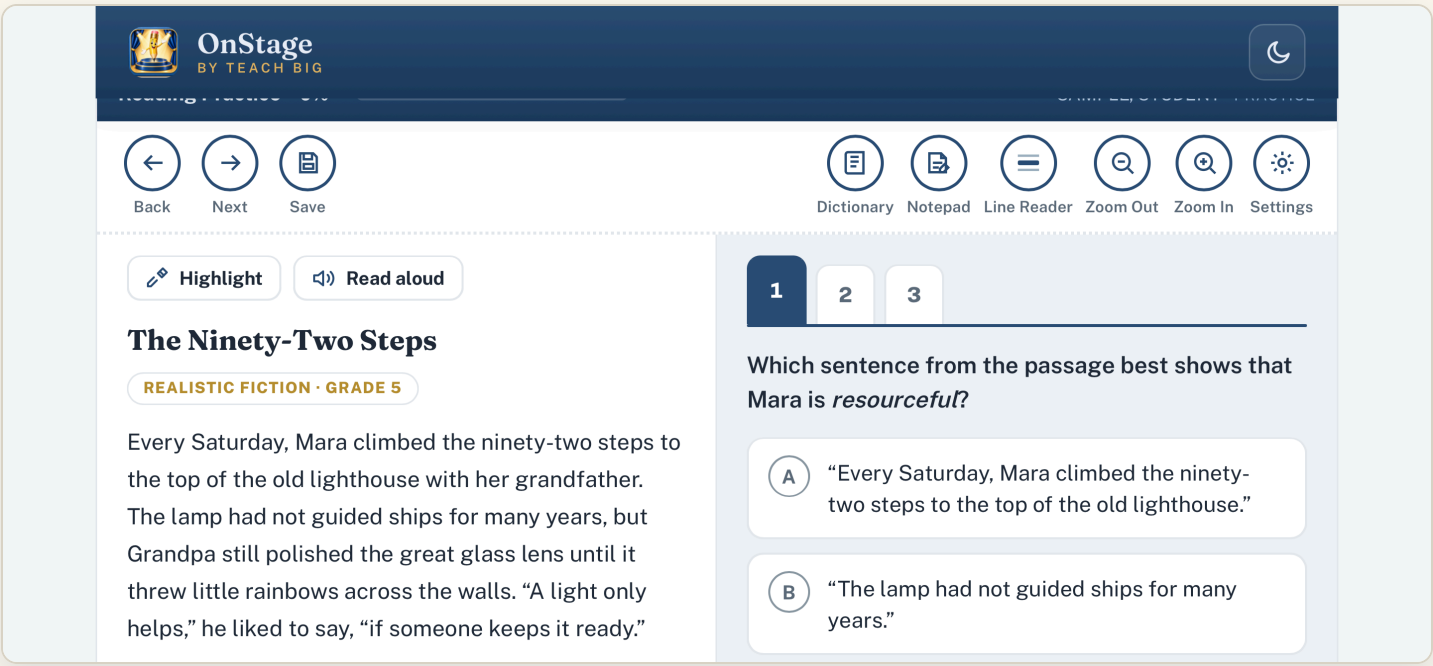



**The Athletic Writer**

The four voices every writer learns to hear and use.

## The OnStage assessment platform

Real assessment practice online, with both a teacher view and a student view, so students rehearse the exact item styles they will meet on the state test.




*The student assessment view: a real passage with test style questions, plus read aloud, highlight, and line reader tools built in.*

## The companion apps

Six apps that put the program in your pocket, from planning a lesson to bringing families into the learning.

**Sidekick**
Your classroom co-teacher

**Internalization Companion**
Own the lesson before you teach

**TEKS Companion**
Standards at your fingertips

**Academic Vocabulary Companion**
The words that unlock content

**Conference Companion**
Better writing conferences

**Parent Companion**
Bring families into the learning

## And more from The Writing Academy®, LLC

The daily program that surrounds every triplet, all built on the same cluster passages at each grade.

- Writing Process Song Collection
- Daily Teacher Lesson Plans
- Interactive Student Workbooks

**See it all at teachbig.com**
Scan to explore the full catalog, samples, and pricing.

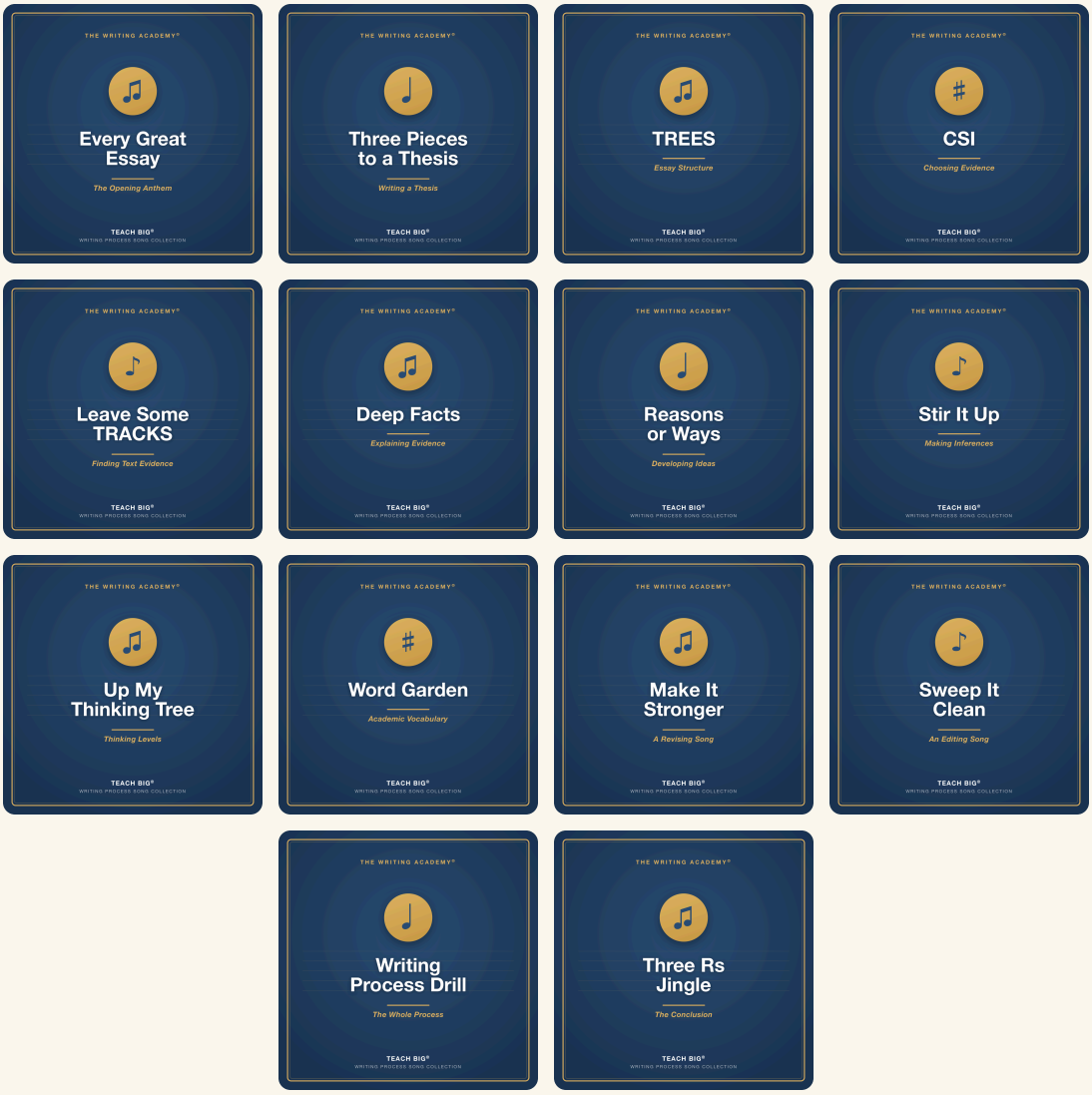
FROM THE ACADEMY

### One system, many doors

Whether a teacher starts with a single triplet, a book, or the whole daily program, everything points the same direction. The passages match, the language matches, and the thinking students build in a five minute bell ringer is the very thinking the books, the apps, and the OnStage platform reinforce. Start anywhere, and it all works together.

# The Writing Process Song Collection

Fourteen original songs that turn the whole writing process into music students remember. Each one matches a piece of the program, from the opening anthem to the conclusion jingle, and they pair perfectly with the slide decks and lesson plans.




All fourteen covers in the collection.

**$1.99**

per single song

**$19**

the whole 14 song collection

*Play them, sing them, and watch the writing process stick.*

A song for every step, from the first draft to the final proofread.

# What is included, and what it costs

*The Writing Academy®, LLC is a supplemental support system for writing the ECR. Districts, schools, and teachers can buy everything as a whole or piece by piece. Our materials are threaded together with the same science and social studies passages at each grade, yet they work beautifully on their own or in tandem for a fuller ECR approach.*

**BUILT TO WORK TOGETHER**

Every slide deck, daily lesson plan, and interactive student workbook is built around the same cluster passages at each grade level, and those passages come straight from that grade's social studies and science TEKS content.

A full year, done for you. For 3rd grade alone: **2,716 pages** of daily plans, **2,270 pages** of student workbooks, and **652 teaching slides**. (4th grade: 2,279 plan pages, 2,400 workbook pages. 5th grade: 2,467 and 2,611.)

## Everything for one classroom of 25 students

**$3,190**

The full daily program, all printed, one classroom of 25

**$995**

The full daily program, all digital, one classroom of 25

**Going digital saves about $2,195 for a full classroom.**

That is about **22 cents per student each day** for the full digital program, a whole year of daily writing instruction.

### What the classroom total covers

- ✓ Teacher Daily Lesson Plans, a full year
- ✓ Daily Classroom Slide Decks
- ✓ The Writing Process Song Collection
- ✓ Interactive Student Workbooks for 25 students
- ✓ All twelve Standards Sweep triplets
- ✓ The same passages threaded through every piece

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