



TEACH BY TEKS • GRADUATE WEEKLY LESSON PLAN

Grade 3 • Week 10

Cluster 2 • Module 2

Laura Ingalls Wilder. Reading anchor 3.9(D)(i), 3.6(G), editing 3.11(D)(v),
revising 3.11(C)(x).

G R A D U A T E

Teach by TEKS · Grade 3 Week 10 Lesson Plan

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

Teachers who purchase or are licensed to use this resource may print and copy it for use with their own students. No part of this resource may be reproduced, shared, posted online, or sold for any other purpose without written permission from The Writing Academy, LLC.

GRADUATE Infinity Learning Cycle, TREES, CSI, HABITS, and OnSTAGE are instructional frameworks of The Writing Academy, LLC. TEKS wording is quoted from the Texas Essential Knowledge and Skills published by the Texas Education Agency.



THIS WEEK'S TEXTS

Laura Ingalls Wilder (informational biography). Writing focus: **Writing a topic sentence.**

TEKS

Part	TEKS	Wording (TEA)
Reading anchor	3.9(D)(i), 3.6(G)	recognize characteristics and structures of informational text, including the central idea with supporting evidence; evaluate details read to determine key ideas
Editing	3.11(D)(v)	edit drafts using standard English conventions, including future verb tense
Revising	3.11(C)(x)	revise drafts by rearranging ideas for clarity
Writing	3.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

Reading to Write Scope and Sequence reading TEKS for this week: 3.9(D)(i) **Readiness**, 3.6(G) **Readiness**, 3.7(B), 3.9(E)(i) **Readiness**

I CAN STATEMENTS

- I can use strong reading strategies to understand what I read.
- I can edit my writing, focusing on future verb tense.
- I can revise my writing, focusing on rearranging ideas for clarity.
- I can write an informational text with a clear central idea and supporting details.

ESSENTIAL QUESTION

How do key details help us find the central idea of Laura Ingalls Wilder's life?

WEEK AT A GLANCE

Day	Focus	GRADUATE steps
Monday	Hook our thinking, meet the week's goals, and start finding the central idea and the evidence that supports it with "Laura Ingalls Wilder".	G Gather Focus, R Reveal Background, A Attempt Assignment
Tuesday	Keep climbing the thinking levels, then check the answers and talk about our thinking.	A Attempt Assignment, D Discuss Assignment
Wednesday	Use It Again: write our own response to the passage, using this week's reading skill.	U Use Again in New Way
Thursday	Award our draft and our reading growth, then Target our OWN drafts: edit for future verb tense.	A Award New Learning, T Target Questions
Friday	Keep targeting our OWN drafts: revise for rearranging ideas for clarity. Then teach a friend and answer the Essential Question.	T Target Questions, E Explain to Others



The GRADUATE Cycle, Step by Step

Step	What happens	Slides	Time
G Gather Focus	G10 Chalk Talk. Silent chalk talk! Write or draw everything you know about finding the central idea and the evidence that supports it without talking. “We will do a silent chalk talk, so no talking at all, not even a whisper.”	2 to 3	6 min
R Reveal Background	Show the weekly agenda, read the I can statements chorally, post the Essential Question, then the anchor deck's TEKS slide.	4 to 8	8 min
A Attempt Assignment	Anchor reading deck (3.9(D)(i), 3.6(G)): NOTICE, CHOOSE and SHOW on Monday, OWN and DEFEND on Tuesday, then Your Turn. Students record on the tracking sheet.	9 to 15	Mon and Tue
D Discuss Assignment	Reveal the answers across the five thinking levels, then the test-style question and the answer with traps explained.	16 to 19	15 min
U Use Again in New Way	Writing deck (3.12(B)(i), focus: Writing a topic sentence), then the ECR task: After reading "Laura Ingalls Wilder", write an informational Extended Constructed Response about the life and books of Laura Ingalls Wilder: an introduction with a thesis, two body paragraphs with evidence from the passage, and a conclusion. As you write, practice finding the central idea and the evidence that supports it by letting details from the passage shape your thinking.	20 to 32	40 min
A Award New Learning	A18 Thinking Crown. Wear your Thinking Crown. You are crowned for your work with finding the central idea and the evidence that supports it. “A crown is for effort and thinking, not for speed.”	33 to 34	7 min
T Target Questions	Editing deck (3.11(D)(v): future verb tense) and revising deck (3.11(C)(x): rearranging ideas for clarity). Thursday: students edit THEIR OWN U draft. Friday: they revise it and choose one next best step.	35 to 57	20 to 30 min
E Explain to Others	E06 Sketch-Note Share. Draw a sketch note that shows our thinking for finding the central idea and the evidence that supports it. Then teach your drawing to a partner and answer our Essential Question in your own words using evidence from the text: How do key details help us find the central idea of Laura Ingalls Wilder's life? “Draw pictures and arrows that show your thinking.” Students must answer the Essential Question while they teach.	58 to 61	7 min



Writing Loop, Assessment, and Materials

ESSENTIAL QUESTION AND MODEL ANSWER (E)

How do key details help us find the central idea of Laura Ingalls Wilder's life?

The key details show that Laura's life on the frontier gave her the stories she later shared as a writer. Details about moving and hard work help us see that everyday life was her main subject. The text says, "The Ingalls family moved several times during Laura's childhood," which shows she saw many places. It also says, "Laura believed that everyday life could tell an important story," which shows why her books are about ordinary moments.

U USE IT AGAIN: ECR

After reading "Laura Ingalls Wilder", write an informational Extended Constructed Response about the life and books of Laura Ingalls Wilder: an introduction with a thesis, two body paragraphs with evidence from the passage, and a conclusion. As you write, practice finding the central idea and the evidence that supports it by letting details from the passage shape your thinking.

SUCCESS CHECK

- I wrote an Extended Constructed Response with a thesis, two body paragraphs with evidence, and a conclusion.
- I practiced finding the central idea and the evidence that supports it by using details from the passage in my response.
- I wrote a draft I can edit, focusing on future verb tense.
- I wrote a draft I can revise, focusing on rearranging ideas for clarity.
- I saved my draft for Target and I know my next best step.

T TARGET: EDIT AND REVISE YOUR DRAFT

- Take out your Use It Again ECR draft from Use It Again and read it with fresh eyes.
- Revise your draft, focusing on rearranging ideas for clarity.
- Edit your draft, focusing on future verb tense.
- Choose one next best step to make your draft even stronger, and write it at the bottom of your paper.

AFTER THIS WEEK

- **OnSTAGE check:** Assign the OnSTAGE questions for 3.9(D)(i), 3.6(G), 3.11(D)(v), 3.11(C)(x) to check mastery.
- **Practice games:** Practice games: see the Teach by TEKS index. Writing: Check MATE and Thesis Time! (central idea), Evidence Detective (evidence).
- **Small group reteach:** Reteach with the Your Turn slides and tracking sheets from this week.

MATERIALS AND FILES

- The merged slide deck and merged teacher script for this week (one file each, in GRADUATE order).
- Student tracking pages (reading, writing, editing, revising).
- Laura Ingalls Wilder, pencils, colored pencils.