

Writing Workouts

Whole group SmartBoard games: OnRAMP, Evidence Detective, and Explanation Station. Climb the five thinking levels from Foundational to Reflective.



Grades 3 to English II

OnRAMP: Main Idea and Theme

Choose the strongest main idea or theme from five thinking levels, climb one level higher, then write a global or reflective statement.

Open →



Try it Now

Evidence Detective: CSI Evidence

Read a prompt and a thesis (central idea), then choose evidence from five thinking levels. See each CSI score and find the one piece that Connects, Supports, and lets us Infer more ideas.

Open →



Try it Now

Explanation Station: DEEP FACTS

Choose explanations that show how the evidence proves the thesis (central idea) and name each DEEP FACTS type, then write our own and find out which type we used.

Open →



WHAT STUDENTS DO

- The class talks and the teacher types.
- The tool shows the thinking level and the next best move.
- Tap Activate support now any time for a worked example.

WHAT TEACHERS GET

Whole group. Tier 1 teaching tools built for the SmartBoard.

Real content. Real passages and prompts from our Teacher Lesson Plans and Student Workbooks.

Goal. Climb the five thinking levels, from Foundational to Reflective, and finish with strong, supported writing.

None of the answers are wrong; each shows a different level of thinking, and the class climbs one level higher.

TEKS COVERED

GRADE 3 SHOWN. THE SAME SKILLS RUN GRADES 3 TO ENGLISH II.

OnRAMP: 3.8(A) Infer the theme of a work, distinguishing theme from topic. **3.9(D)(i)** Recognize characteristics and structures of informational text, including the central idea with supporting evidence. **Evidence Detective: 3.7(C)** Use text evidence to support an appropriate response. **Explanation Station: 3.7(B)** Write a response to a literary or informational text that demonstrates an understanding of a text. **3.7(C)** Use text evidence to support an appropriate response.

Choose the strongest answer at choice: which answer should we pick?

A	A class discussed whether recess should be longer and made a decision respectfully by voting.
B	Mrs. Green's class listed reasons for a longer recess, reasons to keep it the same, and Lily's idea for a movement break, then listened to each other and voted with paper ballots.
C	By gathering information, listening respectfully, and voting, the class practiced how communities have made fair decisions together since ancient Greece.
D	A class talked about recess, and they voted.

ONRAMP

Five answers, five thinking levels.

Choose the strongest evidence at choice: which evidence should we pick?

A	"Finally, Mrs. Green handed each student a small paper ballot."
B	"The class began making a list."
C	"One by one, the students placed their ballots in a box."
D	"No one laughed at another person's answer."

EVIDENCE DETECTIVE

Pick the strongest evidence.

Which explanation shows how the evidence proves the thesis (central idea)?
Choose an explanation. Then try a different type!

A	People who study government explain that listening to every side is what makes a group decision fair and respectful.
B	Unlike a class that votes right away, Mrs. Green's class listened to every point of view, so the decision was respectful.
C	For example, the class listed the advantages of longer recess and listened to Lily's idea for a movement break before anyone voted.
D	This means the class made its decision respectfully by learning about every choice and hearing every classmate first.

EXPLANATION STATION

Choose the DEEP FACTS explanation.

SUPPORT ANY TIME

Tap Activate support now any time for a worked example, the thinking levels chart, the CSI Habit, or the DEEP FACTS chart.



ACTIVATE SUPPORT NOW OPENS THE THINKING LEVELS CHART.

How to get it

Whole class, teacher only: \$3.99 per game, per year (play it with your class, Tier 1 whole group)

Teacher + 25 students, every reading and writing game: RLA Learning LAB, \$99 a year
Also in Pick 3 (\$339) and Complete Set (\$479)



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