



THE WRITING ACADEMY, LLC®



Module 3

Getting SET with the Statement of Purpose



Grade 3 • Cluster 4

Tackling TEKS 3.12B & 3.11B — Opening the Introduction



★ Meet Our Week!

Module Slide 1 • Module 3

★ Daily Deck

I Will...

- Learn what GET SET stands for.
- Tell a broad statement from a specific one.
- Write a Statement of Purpose that sounds broad and global.
- Keep exact passage details out of my opening sentence.

I Can...

- Say what GET SET stands for: S, E, T.
- Sort statements into Broad and Specific.
- Pair a broad opening with a more specific thesis (central idea).
- **Explain to a partner** why my opening is broad.

★ On Your Mark... Get SET!

Day 1 • Gather

"On your mark..."

Runners hear this first — they get ready.

"Get SET..."

Writers open the introduction broadly — the Statement of Purpose.

"Go write!"

Then the writing moves toward the specific thesis (central idea).

Today we learn the very first sentence of the introduction — broad, meaningful, and ready to prepare the reader.

★ Broad vs. Specific

Day 1 • Reveal

BROAD

- sounds global
- expresses a big idea
- can fit many topics
- feels like a lesson or truth

SPECIFIC

- names exact people or events
- connects directly to the prompt
- focuses on exact details
- sounds narrower and precise

A broad statement opens up thinking. A specific statement narrows the thinking down.

★ Introducing GET SET

Day 1 • Reveal (cont.)



S • E • T

Statement of Purpose • Evidentiary Transition • Thesis
(Central Idea)

This module focuses only on the S!

The Statement of Purpose should be broad enough to fit many essays — no exact quotes or passage details.

★ Watch Me Model It!

Day 1 • Reveal (cont.)

S.O.P.
(broad)

Important inventions can improve life by solving problems that affect many people.

Thesis
(specific)

Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Teacher Think-Aloud

"Notice the first sentence is broad — it could open essays about many inventions. The second sentence names Franklin and the exact reason. The Statement of Purpose **opens the door**; the thesis **walks through it**."

★ On Your Mark, Get SET, Sort!

Day 2 • Attempt

How to Play

1. Spin: how many cards to sort.
2. Sort each card: Broad or Specific.
3. Explain your reasoning for two cards.
4. Earn points and move ahead!

With Your Team...

Choose your **Pencil Guy** marker. Sort correctly and explain two choices to move forward 2 spaces toward the SET Circle!

★ Let's Talk About It!

Day 3 • Discuss

What made a broad statement sound broad? What made a specific one sound specific?

Student Directions

"Tell your partner why a statement of purpose should sound broad, not specific."

BROAD → big idea, fits many essays

SPECIFIC → names exact people/events

S.O.P. → opens the door

★ Sounds Too General?

Day 3 • Discuss (cont.)

"What if my broad statement sounds too general?"

It can connect to the topic's big idea, but it should not name exact passage details too soon — broad is good, but it should still feel meaningful and purposeful.

≡ Blue and Green: SET It Up

Day 3 • Use (Independent Practice) — Interactive Notebook

1 Read each sentence card. Decide: broad opening or specific answer?

2 Place it under the correct flap — Blue = Statement of Purpose, Green = Thesis (Central Idea).

3 Choose one blue card and one green card that match the same topic; copy the pair into your notebook.

Blue flap opens broad; Green flap answers specific — together they are the first two sentences of your introduction.

© Getting SET with Purpose!

Day 4 • Award & Target

Did my statement of purpose sound broad, avoid exact passage details, and lead naturally toward my thesis (central idea)?

Curiosity Questions

Why do readers need a broad opening before the thesis (central idea)?

What happens if the first sentence is too specific?

Exit Ticket

Day 5 • Educate & Explain to Others

Prompt: Explain why Benjamin Franklin's invention was important.

On your own: write a broad Statement of Purpose that could open this response — no exact names or passage details.

★ Broad or Narrow?

Small-Group Support

BROAD

"People can ____."

BROAD

"Strong leaders often
____."

SPECIFIC

"Benjamin Franklin ____."

Slow it down: read a specific sentence, then rewrite it as a broad Statement of Purpose.

② Set the Stage Challenge

Enrichment • Write in your notebook

Choose one thesis (central idea). Write three different, broad Statement of Purpose sentences that could lead into it.

Make each one broad — no exact passage details.

Decide which one is strongest and explain why.

✓ My Progress Tracker

Directions

This tracker is for YOU! As you practice writing a broad Statement of Purpose, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel.

Be honest with yourself — this helps you see how much you are growing!

Let's Look at an Answer!

Prompt: Explain why Benjamin Franklin's invention was important.

LOW

"Benjamin Franklin invented the lightning rod to protect buildings from lightning."

What's working: A true, accurate sentence about the passage.

What's missing: This is actually a specific sentence — it names Franklin, the lightning rod, and the exact action. It should open broad, not specific.

Let's Look at Another Answer!

Prompt: Explain why Benjamin Franklin's invention was important.

MEDIUM

"Benjamin Franklin was a smart inventor who did important things."

What's working: Sounds like the start of a response.

What's missing: Names Benjamin Franklin (an exact detail) and starts to answer the prompt, so it sounds specific rather than broad — save the exact person for the thesis (central idea).

Our Strongest Answer!

Prompt: Explain why Benjamin Franklin's invention was important.

HIGH

"Important inventions can improve life by solving problems that affect many people."

What's working: Sounds broad and global, opens the topic with a big-picture idea, names no exact passage details, and leads naturally toward the specific thesis (central idea). This is our Module 3 target!