



THE WRITING ACADEMY, LLC®



Module 2

Match the Writing Job to the Genre



Grade 3 • Prepare Cluster

Purpose, Audience, and Narrative Craft



★ Meet Our Week!

Module Slide 1 • Module 2

★ Daily Deck

I Will...

- Use topic, purpose, and audience to decide whether narrative fits.
- Compare low- and medium-stamina versions of "The Traveling Shell."
- Name five ways a narrative can grow with purposeful craft.
- Plan, write, and revise a complete narrative.

I Can...

- Explain how a purposeful detail helps the reader.
- Slow down my important moment across several sentences.
- **Write a complete narrative** that lets my reader experience the story.

★ Same Topic, Different Job

Day 1 • Gather

Version A

"Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell."

Version B

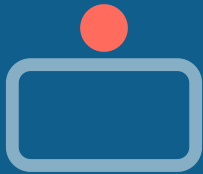
"Emsy leaned over the glass display case until her nose almost touched it. Inside rested a small, pearly seashell."

Which version creates a clearer picture in your mind? What did the writer add?



Dot the Tricky Words

Day 1 • Gather & Reveal



Before We Read...

coastal — near the coast or ocean • **inland** — away from the coast

artifact — an object that tells us about people from the past

scarcity — when there is not an unlimited amount of what people want or need

exchange — to give one thing and receive another

Dot the word. Discover the meaning. Drop the dot!



Reveal: Five Growth Moves (1-3)

Day 1 • Reveal

1. Setting & Character

Emsy leaned over the glass display case until her nose almost touched it. Shows how she moves — setting and character work together.

2. Precise Actions

She studied, located, traced, and checked. Precise actions let the reader follow the investigation step by step.

3. Dialogue

"Interesting," she said. "If people could travel, objects could travel with them." Dialogue reveals her reasoning.

★ Growth Moves (4-5) & the Detail Test

Day 1 • Reveal (cont.)

4. Slow the Important Moment

"Now we have a pattern." She wrote quickly... That changed everything. Gives the turning point space so the reader pauses.

5. Meaningful Ending

The smallest object could reveal an enormous story about how people traveled, traded, and connected long ago. Shows what she carries away.

The Purposeful Detail Test:
Does it help the reader see or understand? Reveal the character or move the narrative? Strengthen the moment or meaning?

★ Narrative Growth Laboratory

Day 2 • Attempt

Round One: Match What Grew

Match each low-stamina card to its medium-stamina match, then choose the Growth Label. "The writer added _____. This helps the reader _____."

Round Two: Grow the Narrative

Draw a Base Sentence and a Craft Move card. Grow the sentence — no random color, animal, food, or weather details.

★ Purposeful or Random?

Day 3 • Discuss

A: "Sam saw a shiny, amazing, wonderful, beautiful coin on a bright, nice, pretty day." vs. B: "During morning recess, Sam spotted a dull silver coin wedged between the roots of the oldest tree on the playground."

Which develops the narrative more effectively?

Version B! It gives a setting and a precise action. Version A adds many adjectives but little useful information — random words can make a sentence longer without making it clearer.

Purposeful development has a job. Longer is not automatically stronger.



Your Turn: Write It Complete!

Day 3 • Use (Independent)

Writing Task

Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

Choose your object: a key beneath a bench • a shell in a cabinet • a coin in tree roots • a feather in an old book • a photograph • a tiny map • a note in a lunchbox

≡ Plan with TRAILS!

Day 3 • Use (Independent Practice) — Complete Narrative Planner

T•R

What object/mystery begins? Who is the character? Who or what are they connected to?

S

Where and when does the narrative begin? What details help the reader picture the place?

A

What does the character do, think, and say? What clues appear in order?

I

What is discovered? Slow this moment across several sentences.

L

What does the character understand at the end? What should stay with the reader?

Beginning • developing middle • a slowed important moment • a meaningful ending.

🎯 Award Yourself & Target!

Day 4 • Award & Target

Award Stems (choose 3 badges)

"I award myself the ___ Badge. My evidence is ___. This helps the reader ___."
— Strong Opening • Relationship Builder • Character in Motion • Character Voice • Clue Builder • Important Moment • Meaningful Ending

Target Stems

"My next writing goal is..." • "I am curious about..." • "A place my thinking felt stuck was..."

Exit Ticket: Museum of Mystery

Day 5 • Explain & Educate Others

Present your narrative as a museum exhibit: state the title, read your important moment, and name one deliberate craft choice.

"I decided to ____ because _____. This choice helps the reader _____."

★ Oral Rehearsal Before Drafting

Small-Group Support

Step 1

Give a topic card and a purpose/audience card.
Finish orally: "This writing needs to ___ for ___, so I will use ___."

Step 2

Rehearse a three-part narrative orally:
where/who, what happened, what changed.

Step 3

Use sentence strips so the student can physically rearrange ideas before drafting.

② **Enrichment: Audience Switch**

Enrichment • Same topic, new audience

Create a narrative opening about the shell for a third-grade class.

Create a museum-message opening for a curator.

Create an informative opening for a visitor guide — then explain which details and words changed because the audience changed.

✓ My Progress Tracker

Directions

This tracker is for YOU! As you practice using purposeful craft to grow a complete narrative, 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!

Task: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

LOW

"Maya found a key under the bench. She tried it in a door. It opened. There were seeds inside. She planted them."

What's working: A mystery object, events in order, and a discovery.

What's missing: This reads closer to a list than a developed narrative — the setting is thin, there is no thought or dialogue, the important moment is not slowed down, and the ending does not show what the experience means.

Let's Look at Another Answer!

Task: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

MEDIUM

"After science club, Maya found a rusty key under the garden bench. 'Ben, look at this,' she said. The key had a tag that read G-7. They went to the greenhouse and the key opened the door. Inside was a cabinet with old seeds and a note. Maya thought it was special."

What's working: A setting, a relationship, dialogue, connected clues, and a discovery.

What's missing: The important moment (opening the door) happens quickly, and the ending tells rather than shows the meaning ("Maya thought it was special") — slow the important moment and show the lasting effect.

Our Strongest Answer!

Task: A character finds an object where it does not belong and follows clues to discover how it got there.

HIGH — "The Key Beneath the Garden Bench"

"Wind pushed dry leaves across the school garden as Maya waited for her grandmother after science club. She sat on the wooden bench and noticed something shining beneath it. When she knelt and moved the leaves aside, she found a small brass key covered with dirt. 'Ben, come look at this,' Maya called to her friend. Ben crouched beside her. 'Maybe it opens a treasure box.' A tiny metal tag hung from the key, scratched with two marks: G-7. They hurried to Garden Plot 7 but found no lock — until Ben pointed toward the old greenhouse. Maya's heart began to beat faster. She pushed the key into the rusty lock. At first, it would not move. She brushed more dirt from the teeth of the key and tried again. Click. The door opened. Inside, they found an old wooden seed cabinet holding packets of seeds and a note from a class many years earlier: Plant these for the students who come after you. The key had not opened a chest of gold. It had opened a promise from one group of students to another. Each time Maya passed the garden, she remembered that even a small key could connect people who had never met."

What's working: A specific setting, a relationship, precise actions, useful thought and dialogue, logically connected clues, a slowed important moment ("At first, it would not move... Click. The door opened."), and a meaningful lasting effect. This is our Module 2 target!