



THE WRITING ACADEMY, LLC®



Module 3

Plan the Path Before the Draft

Brainstorm, Freewrite, Map, and Choose



Grade 3 • Prepare Cluster



Planning Before Drafting

★ Meet Our Week!

Module Slide 1 • Module 3

★ Daily Deck

I Will...

- Name the topic, purpose, and audience before I choose a genre.
- Justify my genre choice.
- Choose brainstorming, freewriting, or mapping and explain why it fits.
- Use my plan to draft a narrative and teach another writer how I decided.

I Can...

- Choose a genre by studying the topic, purpose, and audience.
- Select a planning strategy that fits the writing job.
- Show where my plan influenced my draft.
- **Develop** a narrative with TRAILS.

★ One Topic, Many Routes

Day 1 • Gather & Reveal

Develop Beth's experience as she changes from certain about longer recess to considering several solutions — for another third-grade class.

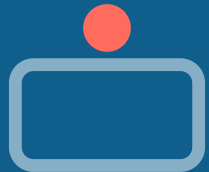
Same passage. Same general topic. But the writing job can ask us to let a reader **experience** a moment, **explain** how something works, **support** a viewpoint, or **communicate** to a person.

The passage is the source. The prompt — not the passage title — determines the response genre.



Dot the Tricky Words

Day 1 • Gather & Reveal



Before We Read...

plan — to decide the parts before drafting • **route** — the path the writing will take

brainstorm — to quickly collect ideas without deciding the order yet

freewrite — to write continuously for a short time to discover ideas

mapping — connecting a central idea to related details visually

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

★ Reveal: Four Writing Jobs

Day 1 • Reveal

Experience a
moment

Narrative

Develop Beth's
changing thinking.

Teach how it works

Informative

Explain how Mrs.
Green's class decides
respectfully.

Support a viewpoint

Opinion

Support the recess
solution that works
best.

Message a person

Corresp.

Write to the principal
proposing a change.

Same passage. Same general topic. Different writing jobs. Prepared writers notice the difference before they begin drafting.



Choose a Planning Route

Day 1 • Reveal (cont.)

Brainstorm

Quickly collect possible ideas without deciding the final order yet. Use it when you need many ideas before choosing.

Freewrite

Write continuously for a short time to discover what you think. Use it when you are not sure what you want to say yet.

Map

Place the central idea in the middle and connect related details. Use it to see the important moment and connect before/after.

"My job is to develop Beth's changing thinking as a narrative. I will map because a map lets me see the important moment in the center."

★ Genre Route Relay

Day 2 • Attempt

Card 1

Develop Beth's experience from the first whistle through realizing there may be more than one solution. Audience: another third-grade class.

Answer: Narrative — mapping or brainstorming.

Card 3

Support the position that an extra movement break is a practical compromise. Audience: classmates.

Answer: Opinion/Argument — brainstorm or map.

"An attempt means you are allowed to test an idea. But every choice needs a reason."

★ A Summary or an Experience?

Day 3 • Discuss

"Beth wanted longer recess. Then Mrs. Green talked about it. Beth changed her mind. The class voted."

Is this a developed narrative?

Not yet! There is no setting, no thought or dialogue, and the important moment — Beth recognizing more than one solution — is not developed.

Two groups can notice the same topic and still disagree if they have not paid attention to purpose.



Your Turn: Use It!

Day 3 • Use (Independent)

Writing Task

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

Record first: Topic • Purpose • Audience • Genre • Planning Strategy — then plan and draft.

≡ Plan with TRAILS!

Day 3 • Use (Independent Practice) — Interactive Notebook

T

Clear experience — a moment worth developing, not just listing.

R

Beth's relationships with classmates and teacher and the decision.

A

Actions, thoughts, and purposeful dialogue.

I

The moment Beth recognizes more than one reasonable solution.

L-S

What Beth understands about community decisions; school/recess/classroom setting.

Revise: add one useful idea. Edit: complete sentences, agreement, nouns, spelling.

🎯 Award Yourself & Target!

Day 4 • Award & Target

Award Stems

Genre Matcher • Planning Pro • TRAILS Builder • Moment Maker • Sentence Grower

"I award myself the ___ Award because my planning page or draft shows ___."

Target Stems

"A target is a direction, not a penalty." Name the exact point in the process where your thinking needs another try: purpose • audience • genre • planning strategy • TRAILS • editing.

Exit Ticket: PREPARE Coach

Day 5 • Explain & Educate Others

Teach a partner the five decisions: topic → purpose → audience → genre → plan, using your own narrative as the example.

"Topic tells _____. Purpose tells _____. Audience tells _____. Genre is _____.
Planning helps me _____."

★ Two-Choice Route Finder

Small-Group Support

Step 1

Read the task aloud; the student highlights or repeats the purpose verb.

Step 2

Give the frame: "The writer needs to ___ for ___, so ___ fits." Use only two genre choices at first.

Step 3

Provide a partially completed map: before → important moment → after.

② Three Plans, One Topic

Enrichment • Say it, then explain it

Create a narrative map for Beth's changing thinking about recess.

Create an informative concept map for how the class decided respectfully.

Create an opinion brainstorm for the best recess solution — then explain why each plan looks different, even though the source passage is the same.

✓ My Progress Tracker

Directions

This tracker is for YOU! As you plan and write a narrative using "The Recess Question," look at each skill: naming topic/purpose/audience, choosing a genre, choosing a planning strategy, developing the important moment, and using all six TRAILS characteristics.

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

Let's Look at an Answer!

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

LOW

"Beth wanted longer recess. Then Mrs. Green talked about it. Beth changed her mind. The class voted."

What's working: Names the topic and a change.

What's missing: No setting detail, no thought or dialogue, and the important moment — recognizing more than one solution — is not developed. It summarizes rather than lets the reader experience Beth's thinking.

Let's Look at Another Answer!

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

MEDIUM

"At recess, Beth was sure recess should be longer. In class, Mrs. Green made a chart with three columns. Max wanted longer recess, but Lily suggested a movement break. Beth thought that was a good idea. She realized there could be more than one answer."

What's working: Includes the class discussion, a relationship (Lily's idea), and Beth's realization.

What's missing: Tells the important moment quickly ("She realized") without letting the reader feel the change; add a detail that helps picture the classroom.

Our Strongest Answer!

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

HIGH

"When the whistle blew, Beth was certain: recess should be longer. She had felt the wind on her face and laughed with Ava, and she had even helped Lily jump rope for the first time. Back in class, Mrs. Green wrote three columns on the board and asked the class to list advantages and disadvantages before voting. Beth's pencil slowed. 'Longer recess might mean less time for something else,' she thought. Then Lily raised her hand and suggested a short movement break instead. Beth sat up. Maybe the answer was not simply longer or the same — maybe there was a third path. For the first time, Beth understood that a good decision in a community means listening to reasons, not only wanting what feels best."

What's working: Lets the reader experience Beth's change with setting, relationship, thought, dialogue, and a clearly developed important moment and lasting effect. Narrative was correctly chosen for the purpose, planned before drafting, and developed with all six TRAILS characteristics. This is our Module 3 target!