



THE WRITING ACADEMY, LLC®



Module 4

Choose, Justify, Draft, Revise, and Teach



Grade 3 • Prepare Cluster



The Complete Response Ecosystem — Very High Stamina Synthesis



Independence Is Knowing Which Tool to Choose

★ Daily Deck

Module Slide 1 • Module 4

I Will...

- Read the writing job and name the topic, purpose, and audience.
- Select a genre and justify it with evidence.
- Choose a planning strategy, draft, revise, and edit independently.
- Teach another writer how I made my decision.

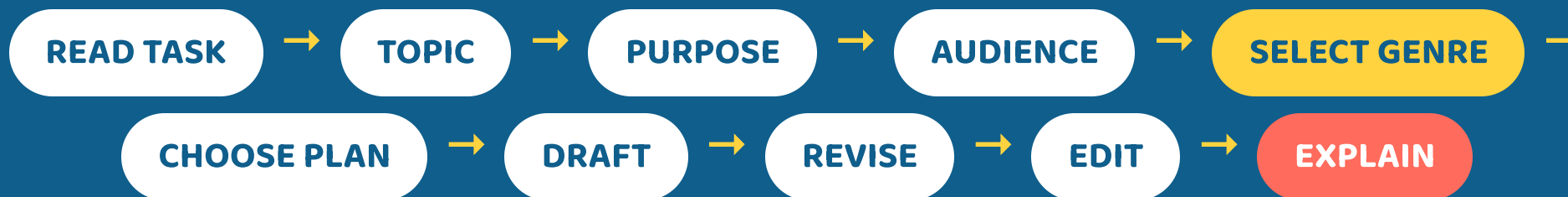
I Can...

- Choose a genre by studying the topic, purpose, and audience.
- Justify my genre with evidence, not preference.
- Complete the whole decision chain on my own.
- **Explain** how a different purpose would change the genre.

★ The Complete Writer Decision Chain

Day 1 • Gather & Reveal

"This week I will not tell you the genre first. I will give you the writing job. Your job is to prove which genre belongs there."



Four possible jobs from the full anchor: Narrative (Beth's experience) • Informative (the decision steps) • Opinion (support a solution) • Correspondence (a message to a leader).

★ Model a Near-Miss

Day 1 • Reveal (cont.)

★ Daily Deck

Task Statement

Explain the steps the class uses before voting.

The Teacher's Near-Miss

"I could tell Beth's experience, but that would not be the most direct way to teach the steps. Informative writing is the stronger match because the purpose is to explain a process."

"None of these is automatically the 'right' response to the passage. Each is right for a different writing job. The exact task decides the genre."

Day 1 Closing: no-notes oral chain with a partner — topic → purpose → audience → genre → plan.

★ Genre Court

Day 2 • Attempt Collaboratively

Task Reader

Reads the writing job aloud.

Genre Advocate

Argues for the strongest genre.

Alternate Advocate

Tests a plausible alternate genre.

Evidence Judge

Decides which genre matches the purpose and audience.

"Genre Court is not about proving one form could ever mention the topic. It is about proving which genre does this exact job most effectively." Rotate roles after every case.



Four Cases, Four Verdicts

★ Daily Deck

Day 2 • Attempt (cont.)

1

Develop Lily's move from new student to a voice with a solution, for readers of a school story collection.

Narrative

2

Explain how the class moves from a complaint to a respectful decision process, for a younger class.

Informative

3

Support one solution for balancing movement and learning time, for classmates and teacher.

Opinion

4

Propose a change to the principal that supports movement without removing learning time.

Correspondence

After each verdict, the judge also names a useful planning tool — brainstorm, freewrite, or map.

"Tomorrow the court disappears. You will make the decision independently."

★ Evidence, Not Preference

Day 3 • Discuss

Not enough: "I like stories."

This is evidence:

"The purpose is to develop Beth's changing experience for third-grade readers, so narrative lets the audience follow her thinking and important moment."

Discuss which evidence mattered most in Genre Court: the topic, the purpose verb, the audience, or the expected product — and why purpose usually carries the heaviest weight.

★ Your Turn: Use It Independently!

Day 3 • Use (Independent)

Culminating Writing Task

Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

Independence Rule: during the first five minutes, the teacher answers procedural questions only — not which planning strategy to use or which details to include.

≡ My PREPARE Decision Record

Day 3 • Use (Independent) — Interactive Notebook

TOPIC

Beth's changing understanding of the recess decision.

PURPOSE

Develop an experience that shows how listening to perspectives affects her thinking.

AUDIENCE

Third-grade readers.

GENRE

Narrative — justify with purpose and audience evidence.

PLAN

Brainstorm, freewrite, or map — selected and justified by the student.

"For this topic and audience, choose ___ because the purpose is to ___."

✓ Culminating Narrative Expectations

Day 3 • Use — all six TRAILS characteristics, plus revision and editing

Draft With TRAILS

- Clear beginning that places Beth in the experience
- Relationships with classmates and teacher
- Actions, thoughts, and purposeful dialogue
- Logical sequence and setting details
- Developed important moment
- Meaningful lesson or lasting effect

Revise + Edit

- Revision: add one idea that improves sentence structure, clarity, or narrative development.
- Editing: complete simple sentences, subject-verb agreement, singular nouns, common nouns, high-frequency spelling.
- Sentence variety appropriate to Grade 3.

Day 3 Closing: group the decision record, planning artifact, draft, revision, and editing check into one PREPARE evidence set.

🎯 Award Yourself & Target!

Day 4 • Award & Target

Award Evidence: choose from Genre Decision, Planning Choice, TRAILS Craft, Revision Growth, Editing Accuracy, Independence

"I award myself for ___ because this evidence shows ____."

Target Options: reading the purpose precisely • naming the real audience • choosing a genre • choosing a planning tool • developing narrative craft • revising with purpose • editing accurately

"The part of PREPARE I can now do independently is _____. The part I will deliberately practice next is ___ because ____."

Exit Ticket: Genre Expert Fair

Day 5 • Explain / Educate Others

- Point to the topic, purpose, and audience in the task.
- State the genre and defend it with one sentence of reasoning.
- Show the plan; explain why that strategy helped.
- Read a section of the narrative; name the TRAILS feature it shows.
- Show the revision addition and one editing convention checked.
- Explain how a changed purpose would change the genre.

"I can tell your genre fits because ____." • "The next thing I would like to hear you explain is ____."

★ Five-Box Decision Strip

Intervention • Small-Group Support

Point & Speak

Reduce the decision record to a five-box strip with icons: TOPIC → PURPOSE → AUDIENCE → GENRE → PLAN. Point and speak before writing.

TRAILS Starters

For the narrative, provide TRAILS sentence starters without supplying content.

One Sentence at a Time

Complete revision and editing one sentence at a time with a cover sheet that hides the rest of the page.

② The Alternate-Purpose Companion

Enrichment • Same passage, new job

Keep the same passage and topic, but select a different purpose and audience.

Choose the new genre, create a planning artifact, and write only the opening.

Compare the alternate opening with the completed narrative — explain exactly what changed because the writing job changed.

✓ My Progress Tracker

Directions

This tracker is for YOU! As you independently prepare, draft, revise, and teach using the full "The Recess Question" anchor, look at each skill: naming topic/purpose/audience, selecting and justifying a genre, choosing a planning strategy, drafting/revising/editing independently, and teaching your decision.

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

Let's Look at an Answer!

Task: Develop a narrative for third-grade readers that lets them experience the moment Beth recognizes a community problem can have more than one reasonable solution.

LOW

"Beth wanted longer recess. The class talked and voted. Beth learned there can be more than one answer."

What's working: Names the topic and the lasting idea.

What's missing: This summarizes the passage instead of letting the reader experience Beth's change — no setting, no thought or dialogue, and the important moment is not developed.

Let's Look at Another Answer!

Task: Develop a narrative for third-grade readers that lets them experience the moment Beth recognizes a community problem can have more than one reasonable solution.

MEDIUM

"At recess, Beth was sure recess should be longer. Back in class, Mrs. Green made three columns and the class listed advantages and disadvantages. Lily suggested a movement break. Beth thought about it and voted. She realized a problem can have more than one solution."

What's working: Includes the decision process, Lily's idea, and Beth's realization.

What's missing: Tells the important moment quickly ("She realized") without letting the reader feel the change; the ending idea is stated rather than shown.

Our Strongest Answer!

Task: Develop a narrative for third-grade readers that lets them experience the moment Beth recognizes a community problem can have more than one reasonable solution.

HIGH

"When the whistle ended recess, Beth was certain: recess should be longer. She had felt the wind, laughed with Ava and Max, and watched Lily land her first jump. But back in class, Mrs. Green drew three columns and asked the class to weigh advantages and disadvantages before voting. Beth's certainty wobbled. "Longer recess might mean less time for something else," she admitted to herself. Then Lily raised her hand and offered a third path — a short movement break. When Mrs. Green handed out the ballots, Beth held her pencil above the three choices for a long moment. She thought about running and jumping, about Lily's smile, and about everything the class needed to learn. For the first time, Beth understood that a community problem does not always have a single right answer — sometimes the best decision comes from listening, weighing, and choosing together. She made her mark, dropped her ballot in the box, and looked out at the quiet playground with a lot to think about."

What's working: Lets the reader experience Beth's change with setting, relationships, thought, dialogue, a clearly developed important moment (the ballot), and a lasting understanding — produced independently through the full PREPARE chain. Genre was selected and justified, planned, drafted with all six TRAILS characteristics, and developed with craft. This is our Module 4 target — and the cluster capstone!