

THE WRITING ACADEMY®, LLC

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GRADE



Prepare Cluster

Getting Ready to Write



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 PREPARE Cluster

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Grade 3 PREPARE Cluster

Modules 1-4 Combined Student Workbook

Welcome, Writer!

A note to you before we begin.

Dear Writer,

Welcome to PREPARE, where your ideas, choices, and voice matter. Across four modules, you will study how topic, purpose, audience, genre, and planning work together. You will read, play, plan, draft, revise, edit, reflect, and explain your decisions.

Some pages ask you to try, check, adjust, and stretch. You do not have to know every answer right away. Bring your curiosity, use your own work as proof, and let this book help you see your thinking grow.

Let's write something worth sharing!

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

Your thinking level describes what your brain is doing - not who you are.

Level	Student Meaning	My Next Cognitive Move
 Foundational	I can retell the experience.	FIND IT - locate, name, retell what happened.
 Emergent	I can explain the writer's purpose.	CONNECT IT - link the purpose to the genre.
 Visible	I can explain how a detail develops the experience.	EXPLAIN IT - show why the detail matters.
 Independent	I can apply the narrative move to my own writing.	USE IT - plan and write on my own.
 Reflective	I can explain why narrative helps readers understand experiences.	EXTEND IT - defend, evaluate, transfer, or teach.

REMEMBER THE TRIANGLES

Visible is the yellow upside-down triangle. Independent is the green right-side-up triangle. The direction matters.

MOVE YOUR THINKING


 Foundational
 RECALL


 Emergent
 CONNECT


 Visible
 EXPLAIN


 Independent
 USE


 Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read. The same categories are used in every module.

Symbol	Color	TRACKS Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's or animals' names, or major concepts
	Pastel Orange	K - Key Knowledge	important information not held by another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details noticed through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Use the symbol, color, or letter beside the evidence. For example, write R beside a reaction or K beside key knowledge.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER: PREPARE



M O D U L E

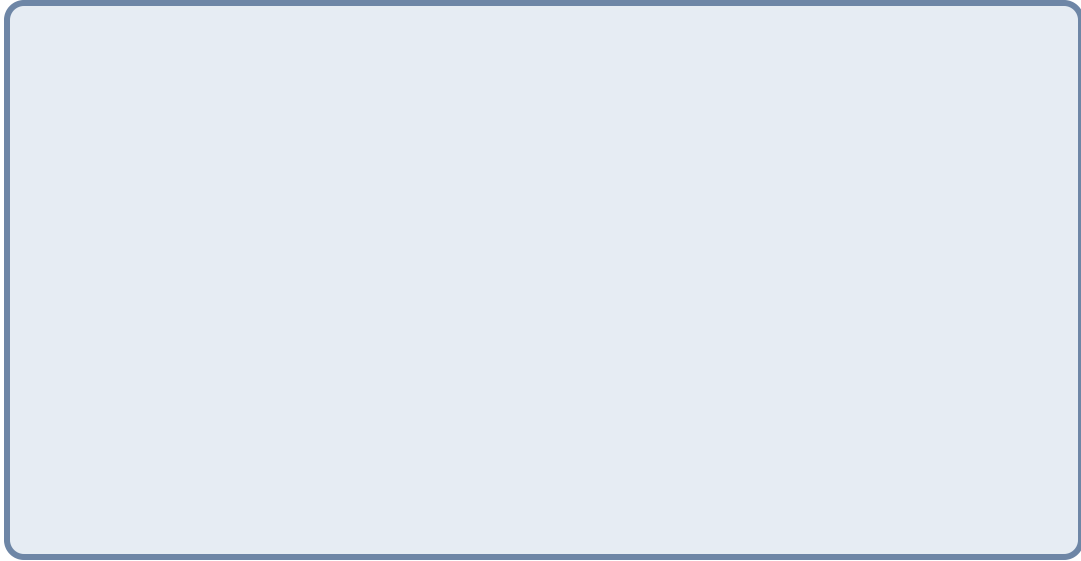


One Topic, Different Writing Jobs

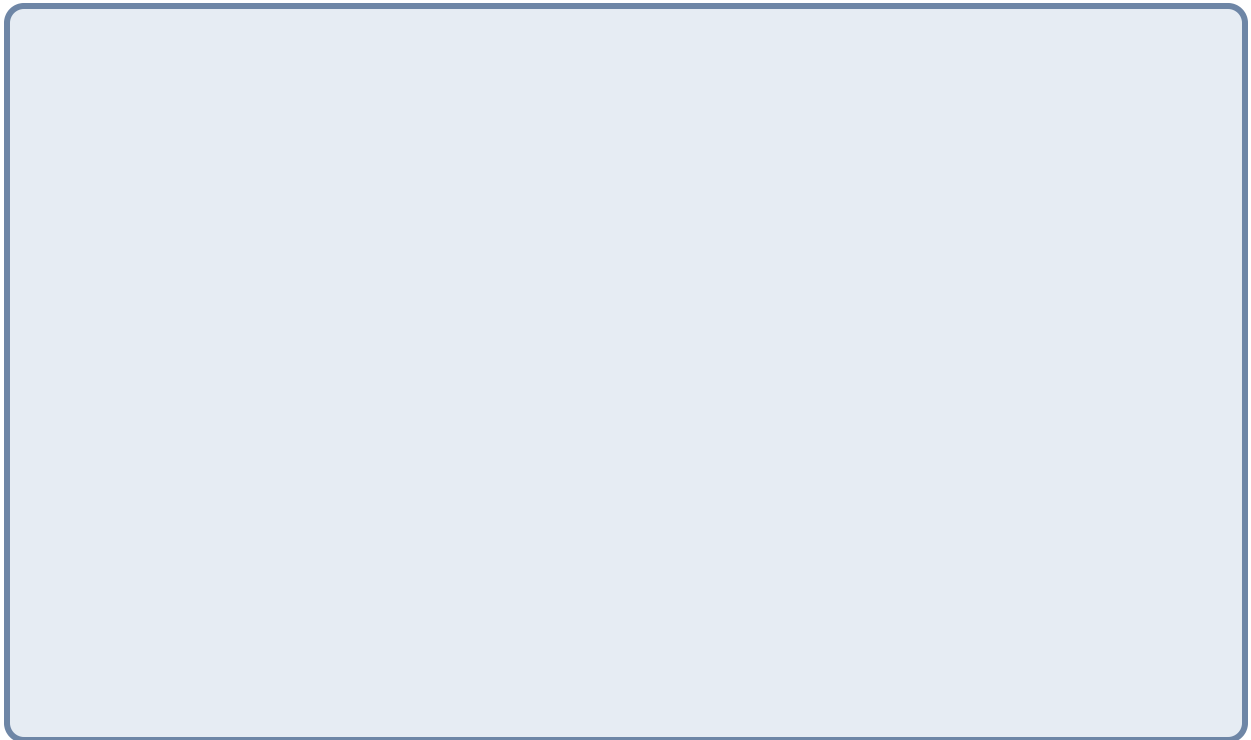
Recognizing When Narrative Fits



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

The Standards I Am Learning - Part 1

Read the official TEKS. Right under it, read how a student can say the same standard.

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can name the topic, purpose, and audience, and then choose the genre that fits before I plan.

TEKS 12(A)(i) - Official Standard

compose literary texts, including personal narratives, using genre characteristics

HOW I SAY THE STANDARD!

I can write a narrative that has the parts a reader expects in a story.

TEKS 12(A)(ii) - Official Standard

compose literary texts, including personal narratives, using craft

HOW I SAY THE STANDARD!

I can use writer's craft - details, thoughts, and dialogue - to make my narrative stronger.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add an idea to a sentence so my writing is clearer.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

These editing standards help me make my finished writing easier for a reader to understand.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, or thing.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, and things.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell the words I read and use most often correctly.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 1(E) - Official Standard

demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and retell, respond to, or ask about what I heard.

ELPS 2(E) - Official Standard

narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail each time.

ELPS 2(F) - Official Standard

restate, ask questions about, or respond to information during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can restate, question, or respond to what I hear.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use reading habits like Dot, Discover, Drop to get ready to understand a passage.

My Module 1 Learning Launchpad

Read what you can learn and decide how you will show up for the work.

I CAN

- name the topic, purpose, and audience for a writing job.
- decide when narrative is the best genre and explain why.
- tell the passage genre apart from my response genre.
- plan and write a short narrative with TRAILS.
- revise a sentence and edit my conventions.

I WILL

- attempt the thinking before I check.
- adjust my work when evidence gives me a better idea.
- explain my choices and point to proof.
- ask for support when I need it and stretch when I am ready.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 1 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

Essential Question

How do I know when a story is the right kind of writing?

Keep this question in mind all module. You will answer it on the last page.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name topic, purpose, audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide when narrative fits	a lot / a little / new	a lot / a little / new	a lot / a little / new
Separate passage vs. response genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Plan + write with TRAILS	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise + edit my own writing	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

choose

Say it: CHOOZ

What it means: to pick one thing from a group

Try the frame: I can ___ the genre that fits the job.

clue

Say it: KLOO

What it means: a detail that helps solve a mystery

Try the frame: Emsy's first ___ was the shell itself.

decide

Say it: dih-SYD

What it means: to make up your mind about what to do

Try the frame: First I will ___ what my writing needs to do.

detail

Say it: DEE-tayl

What it means: a small piece of information

Try the frame: I add a ___ so the reader can picture the setting.

experience

Say it: ik-SPEER-ee-uhns

What it means: something that happens to a person

Try the frame: A narrative helps the reader live the ___.

Tier 1 Vocabulary - Everyday Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

moment

Say it: MOH-muhnt

What it means: a short, important point in time

Try the frame: The important ____ changes what Emsy understands.

notice

Say it: NOH-tis

What it means: to pay attention to something

Try the frame: I ____ a detail that begins a mystery.

order

Say it: OR-der

What it means: the way events are arranged from first to last

Try the frame: I put the events in ____ so they make sense.

reader

Say it: REE-der

What it means: the person who will read the writing

Try the frame: My ____ needs to experience the moment.

wonder

Say it: WUHN-der

What it means: to ask yourself a question

Try the frame: The shell makes me ____ how it traveled so far.

Tier 2 Vocabulary - Academic Writing Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

audience

Say it: AW-dee-uhns

What it means: the person or people who will receive the writing

Try the frame: My ___ is the other readers in my class.

brainstorm

Say it: BRAYN-storm

What it means: to think of many ideas before writing

Try the frame: I ___ possible mystery objects before I plan.

correspondence

Say it: kor-uh-SPON-duhns

What it means: writing sent directly to a person, such as a letter

Try the frame: A ___ response would be a letter to the museum.

genre

Say it: ZHAHN-ruh

What it means: the kind or form of writing, such as narrative, informative, or opinion

Try the frame: The ___ that fits this job is narrative.

informative

Say it: in-FOR-muh-tiv

What it means: writing that explains information

Try the frame: An ___ response would mainly explain the facts.

Tier 2 Vocabulary - Academic Writing Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

narrative

Say it: NAIR-uh-tiv

What it means: writing that tells about an experience or story

Try the frame: I chose a ____ so the reader can follow the character.

opinion

Say it: uh-PIN-yuhn

What it means: writing that states a viewpoint

Try the frame: An ____ response would state what I think is best.

plan

Say it: PLAN

What it means: to decide the parts before drafting

Try the frame: I ____ my narrative with TRAILS before I write.

purpose

Say it: PUR-puhs

What it means: what the writing must do

Try the frame: My ____ is to let the reader experience the discovery.

topic

Say it: TOP-ik

What it means: what the writing is about

Try the frame: My ____ is finding a mysterious object.

Tier 3 Vocabulary - Passage and Concept Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

archaeologist

Say it: ar-kee-OL-uh-jist

What it means: a scientist who studies objects from people of the past

Try the frame: An ____ discovered copper at Poverty Point.

artifact

Say it: AR-tuh-fakt

What it means: an object that tells us something about people from the past

Try the frame: The shell is an ____ from long ago.

coastal

Say it: KOHS-tul

What it means: near the coast or ocean

Try the frame: The shell came from a ____ area.

distant

Say it: DIS-tunt

What it means: far away

Try the frame: The copper came from a ____ place.

evidence

Say it: EV-uh-duns

What it means: details that support an idea or claim

Try the frame: Emsy listed her ____ under her final claim.

Tier 3 Vocabulary - Passage and Concept Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

inland

Say it: IN-land

What it means: away from the coast

Try the frame: Poverty Point is ____, far from the ocean.

museum

Say it: myoo-ZEE-um

What it means: a place that keeps and displays important objects

Try the frame: Emsy knelt beside the display case at the ____.

pattern

Say it: PAT-urn

What it means: a set of details that repeat or connect

Try the frame: Several distant objects form a ____.

scarcity

Say it: SKAIR-suh-tee

What it means: when there is not an unlimited amount of what people want or need

Try the frame: ____ gave people a reason to trade.

trade

Say it: TRAYD

What it means: exchanging something you have for something someone else has

Try the frame: People used ____ to move goods along the rivers.

The Genre Compass

The passage gives you content. The writing job gives you the purpose.

TOPIC

›

PURPOSE

›

AUDIENCE

›

GENRE

›

PLANNING HABIT

PASSAGE GENRE IS NOT RESPONSE GENRE

A passage can hold facts and still be a narrative because it develops an experience. Your writing job - not one feature of the passage - decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let an audience experience an event or discovery	tell, experience, moment, discovery	Brainstorm, Freewrite, or Map + TRAILS
Informative	explain or teach information	explain, describe, teach, inform	Brainstorm or Map
Opinion	state a viewpoint and support it	think, best, should, believe	Brainstorm or Map
Correspondence	communicate directly with a specific reader	letter, message, request, dear	Brainstorm

The PREPARE Decision - Five Steps

Say the decision aloud before you plan or draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, state a viewpoint, or communicate.
3. Name the audience and what that audience needs.
4. Choose the genre that best does the job: narrative, informative, opinion, or correspondence.
5. Choose a planning HABIT that organizes your thinking. When narrative fits, switch to TRAILS.

PLANNING CHOICES

Brainstorm	list many ideas quickly
Freewrite	write without stopping to uncover ideas
Map	organize ideas visually and show how they connect

ORAL REHEARSAL FRAME

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best genre is _____ because the writer's job is to _____.

.

I will plan by _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each pill while you say the frame aloud. Then record one decision at a time.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading Habit

Good readers notice new words, discover their meaning, and celebrate when they own them.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar while I read.
O - Discover	Discover the meaning as I read, discuss, use context, or learn with my class.
T - Drop	Go back and erase the dot once I know the word well enough to use it.

BOARD TEXT TO REMEMBER

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

Before You Read

☐ Dot in passage ☐ List in margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If writing a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

TRAILS - Narrative Anatomy

When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS.

T - Topic or Experience	Name the whole experience your narrative develops, not just the object.
R - Relationship	How is the character connected to the object, the mystery, or other people?
A - Actions, Thoughts, and Dialogue	What does the character do, think, or say so the reader can experience it?
I - Important Moment	What clue or discovery changes the character's thinking?
L - Lesson or Lasting Effect	What does the character understand or feel at the end?
S - Setting	Where and when does it happen? What details make it real for the reader?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

A strong narrative develops more than events. It reveals the important moment and the lasting effect so the reader understands why the experience mattered.

Ready to Stretch? Take Your Thinking Further!

Think of one small moment you may write about later. Which TRAILS part is easiest to picture right now? Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again near the end of the module.

How do I know when a story is the right kind of writing?

My thinking level before we begin:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: A writer should begin by ____ because _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

PASSAGE 1 - The Mystery of the Traveling Shell

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice. Follow Emsy's experience.

[1] Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.

[2] “That’s strange,” she whispered. “Why would a seashell be here?”

[3] The label said the shell had been found at Poverty Point, far from the ocean.

[4] Emsy pulled out her notebook. “Mystery number one: How did this shell travel so far?”

[5] Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.

[6] Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. “That is much too far for a shell to roll by itself,” she said.

[7] Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.

[8] Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.

[9] “One traveling object could be an accident,” Emsy thought. “But several objects from distant places make a pattern.”

[10] She wrote one last question in her notebook: Why would people bring these things so far?

[11] The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places.

[12] Emsy smiled and wrote her final claim:

[13] The seashell probably reached Poverty Point through long-distance trade.

[14] Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too.

[15] Mystery solved.

[16] Emsy looked at the shell again. It was more than an object.

[17] It was a clue from the past and a story waiting to speak.

Ready to Stretch? Take Your Thinking Further!

Which single piece of evidence could be reused in the greatest number of response genres? Defend your choice.

The Mystery of the Traveling Shell - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs. Verbally explain why each clue fits its TRACKS category.

TRACKS	Evidence I Found	Why It Fits
T ● - Time		
R ■ - Reactions		
A ▲ - Actions		
C ★ - Character, Concept, Creature		
K ♦ - Key Knowledge		
S ▼ - Scenery / Setting		

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer tell a story, teach a fact, or write a letter about the shell.

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame if you need it: This evidence could help a writer ____ because _____. Say it aloud first, then write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

Notice and Wonder: One small object can create many questions.

Look at the Mystery Object

Your teacher has an unusual object - a smooth white seashell. Before we guess, we use two kinds of thinking.

I NOTICE

A notice is something you can actually observe.

I notice _____

I WONDER

A wonder is a question the object makes you ask.

I wonder _____

Why This Matters

A mystery narrative often begins when a character notices something that does not seem to belong. Today you meet Emsy, who discovers a shell where she does not expect one.

STUDENT SUPPORT - Another Way to Show What You Know

Say it with a partner first: "I notice _____. I wonder _____." Then write one of each above.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

The PREPARE Decision, then TRAILS: watch how the writer builds the narrative.

Model the Decision With Emsy

The topic is a mysterious shell. The purpose is to let the reader experience the discovery, so narrative fits. The audience is other readers who love a mystery.

Topic	a mysterious shell
Purpose	let the reader experience a discovery
Audience	readers who love a mystery
Genre	narrative
Plan	TRAILS to develop the experience

TRAILS In "The Mystery of the Traveling Shell"

T	Emsy investigates how a shell traveled to Poverty Point.
R	The shell and clues connect Emsy to people who lived long ago.
A	Emsy pulls out her notebook, traces the map, and says, "That is much too far for a shell to roll by itself."
I	"One traveling object could be an accident, but several objects from distant places make a pattern."
L	Emsy learns that a small object can reveal a large story about the past.
S	A museum in the present, connected through evidence to Poverty Point and the past.

Narrative or Information?

The passage holds facts about rivers, trade, and scarcity, but the writer's main purpose is to let us follow Emsy while she notices, questions, investigates, realizes, and understands. Facts can live inside a narrative.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Genre Compass as you say each decision. Match one guided-check item to its TRAILS letter aloud.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 2 - ATTEMPT: TRAILS Mystery Case File

The goal is not speed. Every placement must be defended with a reason.

THE GAME: TRAILS Mystery Case File

In small groups, you will match twelve evidence cards to the six TRAILS category mats, then place seven sequence cards in order and mark the Important Moment.

Group Job Cards

- Reader - reads each card aloud.
- Evidence Finder - finds the matching part in the passage.
- Explainer - says why the card belongs in a category.
- Checker - makes sure every group member agrees or has a chance to question the choice.

For groups of three, the Checker and Evidence Finder may be combined.

How to Play

1. Place the six TRAILS mats (page 33) where everyone can see them. Cut the mats on page 33, the evidence cards on pages 37 and 39, and the sequence cards on page 39.
2. Round One: draw an evidence card. The Explainer says, "I think this belongs under ___ because ___." The group agrees before drawing the next card.
3. Round Two: put the seven sequence cards in order, then place the Important Moment marker on the event that most changes Emsy's thinking.
4. You may not say, "It just sounds right." Your reason is the evidence of your thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Use the no-cut game board on page 30. Write each card number in the TRAILS box it fits and give the same spoken reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

TRAILS Mystery Case File - Game Board

Write an evidence card number in a TRAILS box, or use this page as the no-cut pathway.

T - Topic or Experience

Card number(s): _____

Reason: _____

R - Relationship

Card number(s): _____

Reason: _____

A - Actions, Thoughts, and Dialogue

Card number(s): _____

Reason: _____

I - Important Moment

Card number(s): _____

Reason: _____

L - Lesson or Lasting Effect

Card number(s): _____

Reason: _____

S - Setting

Card number(s): _____

Reason: _____

Before You Cut - Set Up the Case File

The next pages are cut pages. Make your plan first so the pieces stay useful.

HOW TO USE THE PIECES

Cut on the dashed boundaries. Keep the pieces together. The pages behind the cut pages hold only light self-checking codes.

My Setup Checklist

- ☐ I have scissors ☐ I know my group role
- ☐ I will match and explain before I flip

FLIP & CHECK

Match first. Flip second. Fix it if you need to. The code on the back is only for checking after your group has made the thinking decision.

No-Cut Pathway

Use the game board on page 30. Write each card number in the TRAILS box it fits, or draw a line to the category. You still give the same reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any evidence cards, predict which TRAILS category might be the hardest to match, and why.

CUT PAGE - TRAILS Category Mats

Cut on the dashed line. Match the category before checking.

**T - Topic or
Experience**

R - Relationship

**A - Actions,
Thoughts, and
Dialogue**

**I - Important
Moment**

**L - Lesson or
Lasting Effect**

S - Setting

Self-Check Backs - Category Mats

Check the code after your group agrees.

R1

T1

I1

A1

S1

L1

CUT PAGE - Evidence Cards (Set A)

Cut on the dashed line. Match the evidence before checking.

EVIDENCE 1

Emsy tries to discover how the shell reached Poverty Point.

EVIDENCE 2

A seashell has been found far from the ocean.

EVIDENCE 3

The shell creates a connection between Emsy and people from long ago.

EVIDENCE 4

Emsy begins to see the artifact as a message from the past.

Self-Check Backs - Evidence Cards (Set A)

Check the code after your group agrees. The back shows the strongest TRAILS match.

T

T

R

R

A

A

CUT PAGE - Evidence Cards (Set B)

Cut on the dashed line. Match the evidence before checking.

EVIDENCE 7

Emsy notices that both the shell and copper came from distant places.

EVIDENCE 8

Emsy realizes that several faraway objects form a pattern.

EVIDENCE 9

Emsy learns that a small object can reveal a large story.

EVIDENCE 10

The shell becomes more than an object; it becomes a clue from the past.

Self-Check Backs - Evidence Cards (Set B)

Check the code after your group agrees. Remember: a strong reason can earn credit for another match.

I

I

L

L

S

S

CUT PAGE - Sequence Cards

Cut on the dashed line. Put the events in order, then mark the Important Moment.

SEQUENCE A

Emsy sees a seashell in a museum display case.

SEQUENCE B

She learns that the shell came from a coastal area even though Poverty Point is inland.

SEQUENCE C

She studies a map and notices the great distance.

SEQUENCE D

She discovers that major rivers could have helped people move and travel.

SEQUENCE E

She learns that copper and other materials also came from distant places.

SEQUENCE F

She understands that scarcity gave people a reason to trade.

SEQUENCE G

She concludes that the shell probably reached Poverty Point through long-distance trade.

Self-Check Backs - Sequence Cards

Check the code after your group agrees. The back shows the order number. Answer key: A → B → C → D → E → F → G.

1

2

3

4

5

6

7

Case Solved - Record the Reason

A TRAILS letter without a reason does not count. Record your best thinking.

Evidence Card	My TRAILS Category	Reason (why it fits)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

The Important Moment

The sequence card that most changes Emsy's thinking is _____ because

Day 3 - DISCUSS

Make yesterday's thinking visible before you write independently.

Focus 1 - Action or Important Moment?

"Emsy notices that both the shell and copper came from distant places." Some groups called it an Action; others called it the Important Moment. What is the strongest job this detail performs?

Focus 2 - Relationship

Can a character be connected to an object, mystery, or people who are not present? Explain how the shell connects Emsy to people from the past.

Focus 3 - Sequence

Why must Emsy see the shell before she studies the map? Sequence shows the order in which understanding grows.

Focus 4 - A List Versus a Narrative

"Emsy saw a shell. She looked at a map. She solved the mystery." Are these events in order? Does this feel like a developed narrative? What is missing?

STUDENT SUPPORT - Another Way to Show What You Know

Talk through the four focuses with a partner first. Your written answer still shows your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Short Narrative - First Thinking

Pause before you plan. Choose your object and capture your first idea.

YOUR WRITING JOB

Imagine that you find a mysterious object somewhere it does not seem to belong. Write a short narrative about the moment you find it and the clue that helps you understand something about it.

Mystery Object Choice Cards

Circle one, or invent your own:

- A rusty key under a playground bench
- A shiny button inside an old library book
- A coin beneath the roots of a tree
- A feather inside a classroom drawer
- A tiny map inside a lunchbox
- A photograph behind a museum sign
- A shell in the middle of a field
- My own mysterious object

FIRST THINKING

The object I will find is

Where it does not seem to belong:

The clue that helps me understand it:

My thinking level before I plan:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say it aloud, sketch three quick parts, or use this starter: I found ____ in _____. The clue was _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE INDEPENDENTLY

Make the genre decision, then plan the experience with TRAILS.

INDEPENDENT WRITING ASSIGNMENT

Imagine that you find a mysterious object somewhere it does not seem to belong. Write a short narrative about the moment you find it and the clue that helps you understand something about it.

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Narrative

Planning HABIT: Brainstorm / Freewrite / Map (then TRAILS)

Why narrative fits: This genre fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Answer a word bank, complete one PREPARE line at a time, or say the Genre Compass and TRAILS choices aloud before recording them.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
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CONNECT


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USE


Reflective
EXTEND

TRAILS Short Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the whole experience your narrative develops, not just the object.

R - Relationship

How is the character connected to the object, the mystery, or other people?

A - Actions, Thoughts, and Dialogue

What does the character do, think, or say so the reader can experience it?

I - Important Moment

What clue or discovery changes the character's thinking?

L - Lesson or Lasting Effect

What does the character understand or feel at the end?

S - Setting

Where and when does it happen? What details make it real for the reader?

Short Narrative Draft - Page 1

Write for a reader who was not there. Place your character somewhere specific and let the object be noticed.

DRAFTING FOCUS

Use your TRAILS plan. Do not rush to the answer. Let the character act, think, wonder, or speak. Include a setting, actions in order, and at least one thought or line of dialogue.

[illegible]

Short Narrative Draft - Page 2

Slow down at the important moment. End with a lasting effect instead of just stopping.

ENDING FOCUS

Where does your character discover, decide, realize, or understand something? Let the ending show a feeling, realization, or lasting effect - what the character carries away.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Add one idea that improves a sentence or makes your important moment clearer.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add an idea to a sentence so my writing is clearer.

Sentence 1

Original sentence 1:

Revised sentence 1 (add one idea):

Sentence 2

Original sentence 2:

Revised sentence 2 (add one idea):

STUDENT SUPPORT - Another Way to Show What You Know

Read each sentence aloud before and after you revise it. You may talk through the change with a partner, but the sentence stays your own.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Standards Application Check - My Editing Standards

Read the official standard first. Then say it in words that make sense to you.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, or thing.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, and things.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell the words I read and use most often correctly.

Standards Application Check - EDIT

Now use the editing standards on one sentence from your own draft.

Copy One Complete Simple Sentence

Write one complete simple sentence from your draft below. Use your natural handwriting size.

Check the Sentence

- ☐ Complete simple sentence ☐ Subject-verb agreement
☐ Singular noun ☐ Common noun
☐ High-frequency spelling ☐ Capitalization / punctuation

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

Read the sentence aloud or point to the subject, verb, and noun with a partner. You may use an approved word list for spelling. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Prove Your Growth

Reflection is stronger when you can point to evidence in your own work.

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside one sentence you revised by adding an idea.
- Circle one detail you included because your reader needed it.

My Proof Statement

I think I am at the _____ Thinking Level because on page _____ I independently

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

Evaluate your draft: which single detail does the most work for your reader? Defend why it is stronger than a detail you could remove.

Day 4 - AWARD Yourself

An award counts when you can point to evidence you actually wrote.

- Scene Setter Award - I helped the reader know where or when the narrative happened.
- Character Connector Award - I showed who was involved or how the character connected to the mystery.
- Action Builder Award - I used actions that helped the narrative move.
- Character Voice Award - I included a useful thought or line of dialogue.
- Moment Maker Award - I created a clue, discovery, or important moment.
- Meaning Maker Award - I ended with a feeling, lesson, realization, or lasting effect.

My Evidence-Based Award

I award myself the _____ Award because I wrote

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose two awards that match something you actually did. Place a finger on the proof before you write. If explaining is difficult, say "I award this because..." and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 4 - TARGET the Next Step

A target points your attention toward what your brain is ready to work on next.

Three Kinds of Targets

- **New Goal** - a skill you want to strengthen next.
- **Curiosity** - something the writing made you want to explore.
- **Stress Point** - a place where the writing felt hard, rushed, or confusing.

Build a Specific Target

My next writing goal is to _____ because

Something I am curious about is

A place where my thinking felt stuck was

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____.

Your target is clear because _____.

Ready to Stretch? Take Your Thinking Further!

Raise the target one level: instead of only doing the skill, name how you could defend, evaluate, transfer, or teach it next time.

Day 5 - EXPLAIN: Author-Educator Circles

An author shares writing. An educator helps another person understand how or why it works. You do both.

Author-Educator Card

My narrative is titled _____.

The experience in my narrative is _____.

One part I will read aloud is _____.

This part shows the TRAILS element _____.

I included it because _____.

It helps the reader _____.

Listener Cards

- Setting Response - I could picture _____ because the writer included _____.
- Character Response - I understood the character better when _____.
- Important Moment Response - I think the important moment was _____ because _____.
- Ending Response - The ending helped me understand _____.
- Question Response - One question I have for the author is _____.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording first. Use the card, but do not simply read every line - your job is to explain.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the frame, explain why narrative was the right kind of writing for this job, and point to the proof in your own plan or draft.

Fresh Recall + MY THINKING NOW

Close the reference pages first. Reconstruct the preparation chain from memory.

Fresh Recall - Write the Chain

1. Name the ____

2. Name the ____

3. Name the ____

4. Choose the ____

5. Plan with ____

MY THINKING NOW

How do I know when a story is the right kind of writing?

WHAT CHANGED?

Circle something in your new answer that you could not have explained at the beginning. Then finish:

A prepared writer begins by _____.

MY MODULE CHECK-IN

Use proof - not just feelings - to describe your learning.

I can now:

The page that proves it: _____ Thinking Level I reached: _____

Something I am proud of:

Something I will work on next:

Thinking Level	Next Instructional Move
Foundational / Emergent	I may need another example, model, or supported practice.
Visible	I need to explain my thinking more completely.
Independent	I am ready to use the skill on my own.
Reflective	I am ready to stretch, defend, evaluate, connect, or teach.

Check the Learning

Informal, low-stakes ways to SEE your learning.

Verbal - Fist to Five

Hold up 0-5 fingers to show how sure you are that you can tell whether narrative fits a writing job's topic, purpose, and audience.

My fingers today: _____

Visual / Physical - Sort It

Sort detail cards under the six TRAILS elements and explain one placement aloud.

The placement I explained: _____

Written - One-Sentence Justification

Write one sentence that names the genre and the reason:

"For this topic, purpose, and audience, narrative fits because

_____."

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: talk it, show it, or write it. Any one of the three is proof of your thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Study the Models - Low and Medium

The goal is not to label a writer. Notice what the writing does and decide the next move.

THE PROMPT

Imagine that you find a mysterious object somewhere it does not seem to belong. Write a short narrative about the moment you find it and the clue that helps you understand something about it.

Low

I found a key. It was old. I gave it to my teacher.

What is already working?

Which TRAILS parts are missing? (setting, thought or dialogue, important moment)

Medium

After recess, Maya found a rusty key under the garden bench. She picked it up and looked at it. There was a tag on it. She gave it to her teacher and learned it opened a cabinet.

What is one specific next move? (add a thought or dialogue; slow down the important moment)

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on page 22. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Study the Models - High

Look for craft, structure, the important moment, and the lasting effect.

High

After recess, Maya spotted a rusty key beneath the garden bench. She called her friend Eli and knelt to brush away the dirt. “Why would a key be hiding here?” she asked. Eli turned it over and noticed a tiny metal tag marked Room 12. Maya’s eyes widened because Room 12 was their classroom. They carried the key to their teacher and learned that it opened an old supply cabinet. Maya had not found treasure, but she had discovered that one small object could begin a very big mystery.

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

How does the ending show a lasting effect instead of just stopping?

Ready to Stretch? Take Your Thinking Further!

Transfer the craft: name one choice from the High model you could use in your own writing and explain why it fits your reader.

Compare the Models

Use evidence to explain how a narrative grows from a list of events into a developed experience.

Feature	Low	Medium	High
Clear setting	☐	☐	☐
Thought or dialogue	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Actions in order	☐	☐	☐
Reader-aware detail	☐	☐	☐

Move the Low Model Up One Level

Rewrite the Low model by adding at least three TRAILS elements while keeping the same basic experience.

STUDENT SUPPORT - Another Way to Show What You Know

Choose three TRAILS parts first. You may write their labels - S, A, I - in the margin while you plan your revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
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Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 5 - Additional Writing - Plan

New chance to practice the prepared-writer HABIT with a new mystery object.

WRITING PROMPT

Imagine that you find a mysterious object somewhere it does not seem to belong. Write a short narrative about the moment you find it and the clue that helps you understand something about it. First name the writing job, confirm that narrative fits, then plan with TRAILS.

Success Criteria

- I named the topic, purpose, and audience and chose narrative.
- I included a setting, a main character, and actions in order.
- I included a thought or line of dialogue.
- I created an important moment and ended with a lasting effect.

My First Decision

My new mysterious object is:

Where it does not seem to belong:

Why narrative fits this job:

STUDENT SUPPORT - Another Way to Show What You Know

Name the topic, purpose, and audience out loud first. Confirm narrative fits because the purpose is to let a reader experience a discovery.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

PREPARE Header + TRAILS Plan

Name the job first. Then plan the experience.

Topic:

Purpose:

Audience:

Genre: Narrative

Planning HABIT: Brainstorm / Freewrite / Map (then TRAILS)

Why narrative fits:

TRAILS	My Plan
T - Topic or Experience	
R - Relationship	
A - Actions, Thoughts, and Dialogue	
I - Important Moment	
L - Lesson or Lasting Effect	
S - Setting	

STUDENT SUPPORT - Another Way to Show What You Know

Slow down at the Important Moment - decide the clue or discovery that changes your character's thinking before you draft.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Draft - Page 1

Keep your setting, character, and clue in mind while you write.

READER CHECK

Before each new part, ask: does my reader need this? Keep details that help the reader experience the discovery. Remove details that do not.

[illegible]

Additional Draft - Page 2

Finish the experience. Slow down at the important moment and land on a lasting effect.

ENDING CHECK

Would a reader who was not there still understand and picture your narrative? Add the one detail or line of dialogue that makes it clear, and end with a feeling, realization, or lasting effect.

[illegible]

Revise, Edit, and Share

Revision improves ideas and structure. Editing checks conventions.

REVISE

Read your narrative aloud. Add one idea that improves a sentence or makes your important moment clearer.

Before:

After:

EDIT

- ☐ Complete simple sentences ☐ Subject-verb agreement
☐ Singular nouns ☐ Common nouns ☐ High-frequency spelling

SHARE

Read your narrative to a partner. Your partner names one TRAILS element and explains why that part worked.

My partner named this TRAILS element:

Why it worked:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner if public sharing is difficult. The feedback still names one TRAILS element and why it worked.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Writing - Proof of Transfer

Did your second narrative feel easier to plan than the first? Use proof to explain.

Proof of Transfer

I knew I transferred the PREPARE process to a new writing job because on page _____
I _____

Partner feedback I want to remember:

READY TO STRETCH? - One Passage, Three Responses

One idea from the shell passage can support many writing jobs. The purpose and audience decide the strongest genre.

THE CHALLENGE

Choose one detail from "The Mystery of the Traveling Shell." Create three different writing directions for three different genres. For each one, explain which purpose or audience clue makes the genre appropriate.

A Narrative Opening

Direction: _____

Genre: _____

Purpose or audience clue that proves it: _____

An Informative Explanation

Direction: _____

Genre: _____

Purpose or audience clue that proves it: _____

A Museum Letter

Direction: _____

Genre: _____

Purpose or audience clue that proves it: _____

Analyze + Create

Choose one of your three jobs. Write the first two sentences in that genre, then explain how the style fits the audience.

MOVE YOUR THINKING


Foundational
RECALL


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Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 1.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next step is...

MODULE 1 CLOSING IDEA

A narrative becomes meaningful when the writer develops an experience instead of simply listing events. When the purpose is to let a reader experience a discovery, narrative is the best response - and TRAILS develops that experience.

Essential Question - Answered

You started Module 1 with an Essential Question. Now that you have finished the module, answer it using what you learned.

OUR ESSENTIAL QUESTION

How do I know when a story is the right kind of writing?

My Answer

I know a story is the right kind of writing when my job is to let my reader experience a discovery or a moment, not just hear a list of what happened. I use TRAILS to develop that experience, so my narrative feels real and means something.

STUDENT SUPPORT - Another Way to Show What You Know

Begin with the writing job: A writer starts by naming the ____, chooses narrative when the purpose is to ____, and then develops the experience with ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E

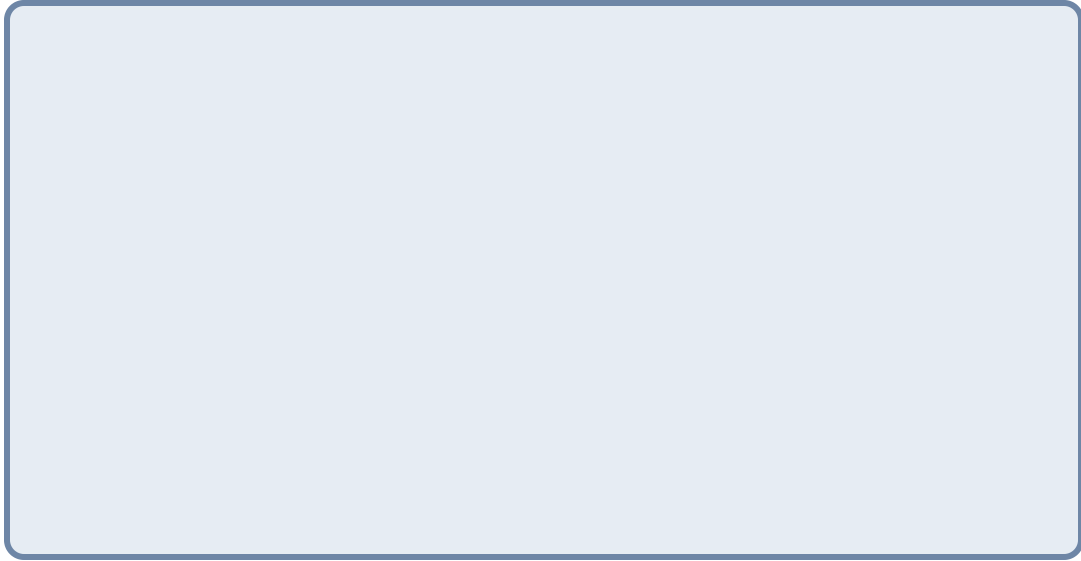


Match the Writing Job to the Genre

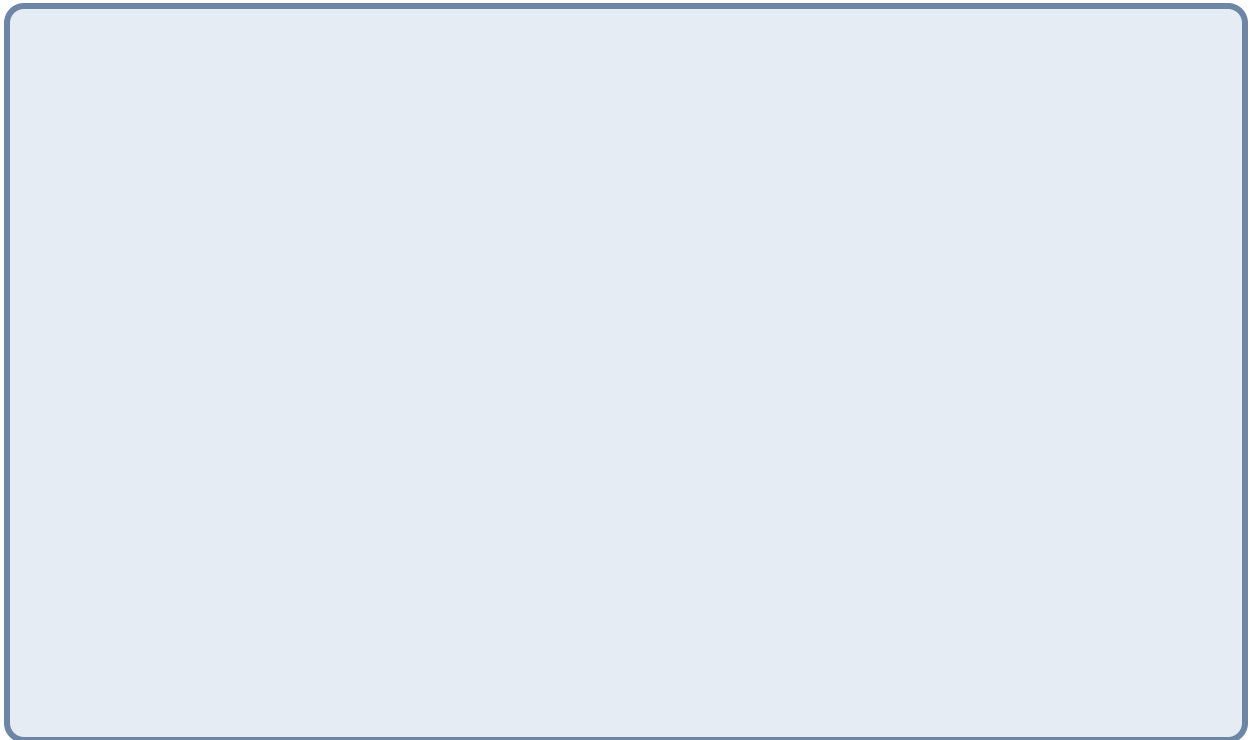
Purpose, Audience, and Craft



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to a module where you become a story detective. You are going to read “The Mystery of the Traveling Shell,” play the Narrative Growth Laboratory, and discover how a writer uses purposeful craft to make a reader **experience** a story instead of just hearing what happened.

You will confirm that narrative fits your topic, purpose, and audience, then plan with freewriting or mapping and 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.

Some pages will ask you to try, check, adjust, and stretch. You do not have to know every answer right away. Bring your curiosity, use your own work as proof, and let this book help you see how much your thinking can grow.

Let’s write a mystery worth sharing!

Your friends at The Writing Academy®

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

HOW I SAY THE STANDARD!

I can decide what my writing needs to do, then pick the genre that fits my topic, purpose, and reader. Then I choose a way to plan my first draft.

TEKS 12(A)(i) - Official Standard

compose literary texts, including personal narratives, using genre characteristics

HOW I SAY THE STANDARD!

I can write a narrative that has the parts a reader expects in a story.

TEKS 12(A)(ii) - Official Standard

compose literary texts, including personal narratives, using craft

HOW I SAY THE STANDARD!

I can use writer's craft - setting, precise actions, thoughts, and dialogue - to make my story do its job.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add a purposeful idea so a sentence is clearer and my story is stronger.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

These editing standards help me make my finished writing easier for a reader to understand.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean just one person, place, thing, or idea.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell the words I see and use most often correctly.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 1(E) - Official Standard

demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and retell, respond to, or ask about what I heard.

ELPS 2(E) - Official Standard

narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail each time.

ELPS 2(F) - Official Standard

restate, ask questions about, or respond to information during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can restate, question, or respond to what I hear.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use reading habits like Dot, Discover, Drop to get ready to understand a passage.

My Module 2 Learning Launchpad

Read what you can learn and decide how you will show up for the work.

I CAN

- confirm that narrative fits the topic, purpose, and audience.
- tell the difference between purposeful development and random extra words.
- develop an important moment with precise actions, thoughts, and dialogue.
- write a complete narrative with a beginning, a developing middle, and a meaningful ending.

I WILL

- read, listen, speak, plan, write, revise, edit, and explain my decisions.
- name my topic, purpose, and audience before I choose a genre.
- make every detail do a job for the reader.
- develop an experience with TRAILS rather than list events.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 2 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

Essential Question

How do I make my reader feel like they are right there in the story?

Keep this question in mind all module. You will answer it on the last page.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Confirm narrative fits topic, purpose, and audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell purposeful development from random detail	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use precise actions, thoughts, and dialogue with a job	a lot / a little / new	a lot / a little / new	a lot / a little / new
Slow down the important moment	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a complete narrative with a meaningful ending	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

add

Say it: AD

What it means: to put in something new

Try the frame: I will ____ a thought that reveals the character.

choice

Say it: CHOYS

What it means: a decision the writer makes

Try the frame: That craft ____ helps the reader experience the story.

clue

Say it: KLOO

What it means: a detail that helps solve a mystery

Try the frame: Each ____ leads to the next.

detail

Say it: DEE-tayl

What it means: a small piece of information

Try the frame: I added a ____ that helps the reader.

feeling

Say it: FEE-ling

What it means: an emotion a character has

Try the frame: The ending shows a ____ that stays with the reader.

Tier 1 Vocabulary - Everyday Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

grow

Say it: GROH

What it means: to become fuller or deeper

Try the frame: My narrative can ____ with purposeful detail.

moment

Say it: MOH-muhnt

What it means: a short, important point in time

Try the frame: I slowed down the important ____.

picture

Say it: PIK-cher

What it means: to see something in your mind

Try the frame: This detail helps me ____ the scene.

reader

Say it: REE-der

What it means: the person who will read the writing

Try the frame: I want my ____ to picture the setting.

voice

Say it: VOYS

What it means: the way a character or writer sounds

Try the frame: Dialogue gives my character a ____.

Tier 2 Vocabulary - Academic Writing Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

audience

Say it: AW-dee-uhns

What it means: the person or people who will receive the writing

Try the frame: My ____ is other readers in my class.

characteristic

Say it: kair-ik-tuh-RIS-tik

What it means: a feature that belongs to a genre

Try the frame: A narrative ____ is a developed important moment.

craft

Say it: KRAFT

What it means: the purposeful choices a writer makes to shape the writing

Try the frame: I used ____ to make the moment feel real.

dialogue

Say it: DYE-uh-lawg

What it means: the words characters say

Try the frame: I used ____ that reveals the character's thinking.

freewrite

Say it: FREE-ryte

What it means: to write ideas quickly without stopping to plan

Try the frame: I used a ____ to gather ideas before drafting.

Tier 2 Vocabulary - Academic Writing Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

mapping

Say it: MAP-ing

What it means: planning by connecting ideas in a visual web or chart

Try the frame: I used ____ to organize my clues.

perspective

Say it: per-SPEK-tiv

What it means: the point of view from which a story is told

Try the frame: I kept the same ____ throughout my narrative.

purpose

Say it: PUR-puhs

What it means: what the writing must do

Try the frame: My ____ is to let the reader experience the discovery.

sequence

Say it: SEE-kwuhns

What it means: the order in which events happen

Try the frame: I put the clues in a clear ____.

setting

Say it: SET-ing

What it means: where and when the narrative happens

Try the frame: My ____ helps the reader picture the place.

Tier 3 Vocabulary - Passage and Concept Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

artifact

Say it: AR-tuh-fakt

What it means: an object that tells us something about people from the past

Try the frame: Each ____ is a clue from the past.

coastal

Say it: KOHS-tul

What it means: near the coast or ocean

Try the frame: The shell came from a ____ environment.

evidence

Say it: EV-uh-duns

What it means: details that support an idea or claim

Try the frame: Emsy organized her ____ before her claim.

exchange

Say it: iks-CHAYNJ

What it means: to give one thing and receive another

Try the frame: People would ____ resources they needed.

inland

Say it: IN-land

What it means: away from the coast

Try the frame: Poverty Point is ____, far from the ocean.

Tier 3 Vocabulary - Passage and Concept Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

pattern

Say it: PAT-urn

What it means: a set of details that repeat or connect

Try the frame: Several distant objects form a ____.

pearly

Say it: PUR-lee

What it means: shiny and smooth like a pearl

Try the frame: The shell was small and ____.

reflection

Say it: ri-FLEK-shun

What it means: careful thinking about what something means

Try the frame: The ending includes Emsy's ____.

scarcity

Say it: SKAIR-suh-tee

What it means: when there is not an unlimited amount of what people want or need

Try the frame: ____ gave people a reason to trade.

transportation

Say it: trans-por-TAY-shun

What it means: ways people and goods move

Try the frame: Rivers were used for ____ long ago.

The Genre Compass

The passage gives you content. The writing job gives you the genre.

TOPIC ›

PURPOSE ›

AUDIENCE ›

GENRE ›

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

A passage can contain facts while your response is a narrative, an explanation, an opinion, or a letter. Your writing job decides your response genre. Narrative is the best choice when the purpose is to let a reader experience an event or discovery.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let a reader experience an event or discovery	tell, experience, moment, mystery	Freewrite or Map + TRAILS
Informative	explain or teach information	explain, describe, teach	Map
Opinion	share and support a viewpoint	think, best, should	Brainstorm or Map
Correspondence	write a message to a specific reader	letter, message, note	Brainstorm

The PREPARE Decision - Five Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, share a viewpoint, or communicate.
3. Name the audience and what that audience knows, needs, and expects.
4. Confirm the genre that best accomplishes the job. If the purpose is to let a reader experience a discovery, narrative fits.
5. Select a planning HABIT - freewriting or mapping - and, for narrative, use TRAILS to develop the experience.

AUDIENCE LENS

Know	What does my reader already know?
Need	Which details or examples does my reader need?
Expect	Should my writing sound more formal or more friendly?

ORAL REHEARSAL FRAME

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best genre is _____ because the job requires _____.

I will plan by _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each decision pill while you say the frame aloud. Then record one decision at a time.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading Habit

Good readers notice new words, discover their meaning, and celebrate when they own them.

Step	What I Do
D - Dot	Place a small dot above a word that seems unfamiliar while I read.
O - Discover	Discover the meaning as I read, discuss, use context, or learn with my class.
T - Drop	Go back and erase the dot once I know the word well enough to use it.

BOARD TEXT TO REMEMBER

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

Before You Read

☐ Dot in passage ☐ List in margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If writing a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

TRAILS - Narrative Anatomy

When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS.

T - Topic or Experience	What object is found where it does not belong? What mystery begins?
R - Relationship	Who is the main character? Who helps, reacts, or guides? How are they connected to the object, the mystery, or the past?
A - Actions, Thoughts, and Dialogue	What precise actions, thoughts, or dialogue reveal the character and move the clues forward?
I - Important Moment	What is discovered, decided, or understood? How will you slow it down across several sentences?
L - Lesson or Lasting Effect	What does the character understand or carry away? How does the object seem different now?
S - Setting	Where and when does it happen? What details help the reader picture the place?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

A strong narrative develops more than events. It reveals the important moment and the lasting effect so the reader understands why the experience mattered.

Ready to Stretch? Take Your Thinking Further!

Choose one mystery you may write about later. Which TRAILS part seems easiest to picture right now? Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again near the end of this book.

How do I make my reader feel like they are right there in the story?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and straight edges on the right. There is no handwriting or other markings on the page.

My thinking level before we begin:

MOVE YOUR THINKING

Foundational
RECALL



Emergent
CONNECT

 Visible
EXPLAIN


**Independent
USE**

 **Reflective**
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: A writer helps me experience a story by _____. One way is _____. Then write your thinking in the lines above.

Say your answer aloud first or use this starter: A writer helps me experience a story by _____. One way is _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

PASSAGE 1 - The Mystery of the Traveling Shell - Part 1 of 3

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[1] Emsy leaned over the glass display case until her nose almost touched it. Inside rested a small, pearly seashell. It looked ordinary at first, but the museum label made Emsy straighten immediately.

[2] Found at Poverty Point, Louisiana.

[3] Emsy blinked. “That cannot be right,” she whispered.

[4] She had studied the map hanging beside the exhibit. Poverty Point was far inland, nowhere near the ocean. So how had this one traveled hundreds of miles?

[5] Emsy pulled a miniature notebook from her backpack. She loved mysteries, especially those that required observation instead of guessing.

[6] At the top of a clean page, she wrote: The Mystery of the Traveling Shell.

[7] “Clue number one,” she murmured. “The shell itself.”

[8] The label explained that the shell came from a coastal environment. Poverty Point, however, was located inland. Emsy sketched a tiny shell beside the word coastal and drew a question mark.

[9] Her second clue was the map.

[10] She studied the coastline, located Poverty Point, and traced the distance between them with one finger. Then she checked the map scale. The shell had been discovered far from the place where it could have formed naturally.

[11] “So it probably did not roll here by accident,” Emsy said.

[12] Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. The information panel explained that people connected with Poverty Point traveled along major waterways. Rivers were transportation routes long before highways or airplanes existed.

PASSAGE 1 - The Mystery of the Traveling Shell - Part 2 of 3

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[13] Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.

[14] “Interesting,” she said. “If people could travel, objects could travel with them.”

[15] Still, one shell was not enough evidence.

[16] Then Emsy discovered clue number four.

[17] Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions. Emsy’s eyebrows lifted.

[18] “Now we have a pattern.”

[19] She wrote quickly: Seashells came from far away. Copper came from far away. Both were discovered here.

[20] That changed everything.

[21] Perhaps people at Poverty Point had traveled enormous distances themselves, or perhaps objects had moved from community to community through repeated exchanges. Either way, the artifacts suggested communication and connection between people who lived far apart.

[22] Emsy moved to the next display, where an illustration showed people exchanging resources.

[23] The word scarcity appeared in bold letters.

[24] She read the explanation carefully. Scarcity happens when people do not have unlimited amounts of everything they want or need. One region might have plenty of stone but no seashells. Another community might have shells but need materials found somewhere else.

[25] “That makes sense,” Emsy whispered. “You trade what you have for something you cannot easily get.”

[26] Suddenly, the mysterious shell did not seem misplaced at all.

[27] It was evidence.

PASSAGE 1 - The Mystery of the Traveling Shell - Part 3 of 3

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[28] Emsy returned to her notebook and organized her clues.

[29] First, the shell originated near the coast, while Poverty Point was inland.

[30] Second, the map showed that the shell had traveled a considerable distance.

[31] Third, people at Poverty Point used major rivers for transportation and communication.

[32] Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations.

[33] Finally, scarcity gave people a reason to exchange resources.

[34] Emsy stared at the list. A strong conclusion needed more than imagination; it needed evidence that fit together logically.

[35] She drew a box around her final claim.

[36] The seashell probably reached Poverty Point through long-distance trade.

[37] For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community. Later, someone traded it again. Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point.

[38] No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information.

[39] Emsy closed her notebook and looked once more at the quiet shell behind the glass.

[40] When she had first seen it, she thought it was simply a pretty object in the wrong place.

[41] Now she understood something different.

[42] Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence.

[43] And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.

[44] Mystery solved.

Ready to Stretch? Take Your Thinking Further!

Find one detail the writer added that helps you experience the story. Which TRACKS type is it, and what job does it do?

The Mystery of the Traveling Shell - TRACKS Evidence Hunt

Collect the six kinds of measurable evidence that let the reader experience Emsy's discovery. Verbally explain why each clue fits its TRACKS category.

TRACKS	Evidence I Found	Why It Fits
T ● - Time		
R ■ - Reactions		
A ▲ - Actions		
C ★ - Character, Concept, Creature		
K ♦ - Key Knowledge		
S ▼ - Scenery / Setting		

Evidence With a Purpose

Choose one piece of evidence. Explain how it helps the reader see the setting, understand Emsy, or feel the important moment.

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame if you need it: This evidence helps the reader ___ because ___. Say it aloud first, then write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

Same event, two versions. More words are not automatically stronger writing.

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?

Our Question This Week

How do I make my reader feel like they are right there in the story?

STUDENT SUPPORT - Another Way to Show What You Know

The second version is not stronger only because it is longer. The extra words have a purpose - they help you picture the setting and feel Emsy's curiosity. Say what the writer added before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

Five Growth Moves: from a basic sentence to a developed one.

Growth Move	Basic	Developed	What the Craft Does
Develop the Setting and Character	Emsy knelt beside the display case at the museum.	Emsy leaned over the glass display case until her nose almost touched it.	Shows how Emsy moves in the setting; setting and character work together.
Use Precise Actions	Emsy traced the distance from the coast to Poverty Point with her finger.	She studied the coastline, located Poverty Point, and traced the distance between them with one finger. Then she checked the map scale.	Lets the reader follow the investigation step by step.
Reveal Thinking Through Dialogue	(none)	"Interesting," she said. "If people could travel, objects could travel with them."	Dialogue reveals the character's reasoning and moves the experience forward.
Slow Down the Important Moment	"One traveling object could be an accident," Emsy thought.	"Now we have a pattern." She wrote quickly... That changed everything.	Gives the turning point more space so the reader pauses.
Create a Meaningful Ending	It was a clue from the past and a story waiting to speak.	And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.	Shows what the character carries away; the experience continues in her thinking.

THE PURPOSEFUL DETAIL TEST

Before adding a detail, ask: Does it help the reader see or understand? Does it reveal the character or move the narrative? Does it strengthen the important moment or meaning? If it does none of these, it may only make the writing longer.

Day 2 - ATTEMPT

Narrative Growth Laboratory: purposeful development, not random extra words.

THE GOAL IS NOT LENGTH

Longer writing is not always deeper writing. A group earns points for using the assigned craft move, keeping the detail connected to the narrative, and explaining the effect on the reader.

Group Roles

- Reader - reads each card carefully to the group.
- Grower - proposes how to grow the sentence or match the versions.
- Evidence Speaker - explains what the writer added and the job it does.
- Checker - applies the Purposeful Detail Test and invites a respectful challenge.

How to Play

1. Round One - Match What Grew: cut the Low-Stamina cards (page 99) and Medium-Stamina cards (page 101). Match the two versions of the same moment, then choose the Growth Label that explains what changed.
2. Round Two - Grow the Narrative: cut the Base Sentence cards (page 103) and Craft Move cards (page 105). Draw one of each and grow the sentence so it stays connected to a mystery.
3. Say what you added and the job it does before anyone checks.
4. Flip the matched cards. Matching back codes mean the pair is correct.

STUDENT SUPPORT - Another Way to Show What You Know

Use the game board on page 97 as a no-cut pathway. Write card numbers in the boxes instead of cutting. You still explain what grew and the job the detail does.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Narrative Growth Laboratory - Game Board

Use this board to record your matches and your grown sentences, or as the no-cut pathway.

Round One - Match What Grew

Low Card	Medium Match	Growth Label	The writer added _____. This helps the reader _____.
L1			
L2			
L3			
L4			
L5			

Growth Labels: A = Precise action and description B = Reaction, voice, and stronger questioning C = Setting, imagery, and explanation D = Slower pacing at the important moment E = Deeper lesson or lasting effect

Round Two - Grow the Narrative

Base Sentence	Craft Move	My Grown Sentence	The job it does

You may not earn a point by adding a random color, animal, food, or weather detail that has no job.

Before You Cut - Set Up the Narrative Growth Laboratory

The next pages are cut pages. Make your plan first so the pieces stay useful.

HOW TO USE THE PIECES

Cut on the dashed boundaries. Keep the pieces together. The pages behind the cut pages contain light self-checking codes.

My Setup Checklist

- ☐ I have scissors ☐ I know my group role
- ☐ I will match or grow before I flip

FLIP & CHECK

Match first. Flip second. Fix it if you need to. The code on the back is only for checking after your group has made the thinking decision.

No-Cut Pathway

Use the game board on page 97. Write the card numbers in the boxes. You still explain what grew and the job each detail does.

Ready to Stretch? Take Your Thinking Further!

Before you see any cards, predict which growth move each Low-Stamina card is missing: precise action, reaction, setting, slower pacing, or a deeper ending.

CUT PAGE - Low-Stamina Cards

Cut on the dashed line. Match the card before checking.

L1

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

L2

“That’s strange,” she whispered. “Why would a seashell be here?”

L3

The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers.

L4

“One traveling object could be an accident,” Emsy thought. “But several objects from distant places make a pattern.”

L5

It was a clue from the past and a story waiting to speak.

Match each Low card to its Medium card, then pick a Growth Label.

Self-Check Backs - Low-Stamina Cards

Check the code after your group agrees.

L2→M2 · B

L1→M1 · A

L4→M4 · D

L3→M3 · C

L5→M5 · E

✂ CUT PAGE - Medium-Stamina Cards

Cut on the dashed line. Match the card before checking.

M1

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

M2

Emsy blinked. “That cannot be right,” she whispered. So how had this one traveled hundreds of miles?

M3

Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.

M4

“Now we have a pattern.” She wrote quickly: Seashells came from far away. Copper came from far away. Both were discovered here. That changed everything.

M5

And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.

Each Medium card is the developed version of one Low card.

Self-Check Backs - Medium-Stamina Cards

Check the code after your group agrees.

M2→L2 · B

M1→L1 · A

M4→L4 · D

M3→L3 · C

M5→L5 · E

CUT PAGE - Base Sentence Cards

Cut on the dashed line. Draw one base card and one craft card.

B1
Sam saw a coin.

B2
He looked at the old tree.

B3
He asked his friend for help.

B4
He found letters on the coin.

B5
He understood the clue.

B6
He left the playground.

Self-Check Backs - Base Sentence Cards

Check the code after your group agrees. More than one response may be correct - these are sample pairings.

B2 + C2?

B1 + C1?

B4 + C6?

B3 + C4?

B6 + C7?

B5 + C3?

✂ CUT PAGE - Craft Move Cards

Cut on the dashed line. A craft move must give the detail a job.

C1

Add a clear setting detail.

C2

Replace a general action with precise actions.

C3

Add a useful thought.

C4

Add dialogue that reveals something.

C5

Show a relationship between characters.

C6

Slow down the important moment.

C7

Add a lesson or lasting effect.

Any craft card can grow any base sentence - if the detail does a job.

Self-Check Backs - Craft Move Cards

Check the code after your group agrees. Use the Purposeful Detail Test to check your growth.

C2: does it do a job?

C1: does it do a job?

C4: does it do a job?

C3: does it do a job?

C6: does it do a job?

C5: does it do a job?

C7: does it do a job?

Narrative Growth Laboratory - Record the Growth

A grown sentence counts only when you can name the job the detail performs.

Round One - What Grew

Low → Medium	Growth Label	The writer added _____. This helps the reader _____.
L1 → M1		
L2 → M2		
L3 → M3		
L4 → M4		
L5 → M5		

My Best Grown Sentence (Round Two)

Base + Craft Move I drew: _____

The job this detail does:

Would the narrative lose anything if this detail disappeared?

If not, the detail may not be purposeful yet.

Day 3 - DISCUSS

Make purposeful development visible before you write independently.

Purposeful or Random?

Version A: Sam saw a shiny, amazing, wonderful, beautiful coin on a bright, nice, pretty day.

Version B: During morning recess, Sam spotted a dull silver coin wedged between the roots of the oldest tree on the playground.

Which version develops the narrative more effectively? Why?

The Important Moment

Display: Sam found letters on the coin and solved the mystery. What happened too quickly? The important moment often needs more space than an ordinary action.

The Ending

Display: Then Sam went home. The end. Does this show why the experience mattered? A meaningful ending shows what the character understands, feels, or carries away.

STUDENT SUPPORT - Another Way to Show What You Know

Talk through the three discussion points with a partner before writing. Your written response still needs to show your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Mystery - First Thinking

Pause before you plan or draft. Choose your mysterious object and capture the first version of the moment.

YOUR WRITING JOB

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. Develop the important moment across several sentences and end with a lesson or lasting effect.

Mystery Narrative Choice Board

An old key beneath a garden bench • A shell inside a classroom cabinet • A coin caught between tree roots • A feather hidden inside an old book • A photograph behind a museum display • A tiny map inside a coat pocket • A button beneath a theater stage • A carved stone beside a river • A note inside an old lunchbox • My own mysterious object

FIRST THINKING

The object my character finds is

Where it does not belong:

The character and how they are connected to the object:

The important moment I might slow down:

My thinking level before I plan:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: My character finds _____. At first _____. Then they discover _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE INDEPENDENTLY

Confirm the genre, then plan the experience before you draft.

INDEPENDENT WRITING ASSIGNMENT

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. Develop the important moment across several sentences and end with a lesson or lasting effect.

Confirm the Genre First

Topic: _____

Purpose: _____

Audience: _____

Genre: Narrative (a story that lets the reader experience a discovery)

Planning HABIT: Freewriting / Mapping

Narrative fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Answer a word bank, complete one line at a time, or say the Genre Compass and TRAILS choices aloud before recording them.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRAILS Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

What object is found where it does not belong? What mystery begins?

R - Relationship

Who is the main character? Who helps, reacts, or guides? How are they connected to the object, the mystery, or the past?

A - Actions, Thoughts, and Dialogue

What precise actions, thoughts, or dialogue reveal the character and move the clues forward?

I - Important Moment

What is discovered, decided, or understood? How will you slow it down across several sentences?

L - Lesson or Lasting Effect

What does the character understand or carry away? How does the object seem different now?

S - Setting

Where and when does it happen? What details help the reader picture the place?

Mystery Narrative Draft - Page 1

Begin near the mystery. Establish the setting, introduce the character, and reveal the strange object.

DRAFTING FOCUS

Use your TRAILS plan. Show actions in a logical order, develop two or more clues, and include a useful thought and a purposeful line of dialogue that build toward the important moment.

[illegible]

Mystery Narrative Draft - Page 2

Slow down the discovery, then land on a lasting effect instead of simply stopping.

ENDING FOCUS

Show the discovery across several sentences. Reveal the character's reaction. Then show the lesson or lasting effect - how the character or the object seems different now.

[illegible]

Standards Application Check - REVISE

Add one purposeful idea to a sentence that feels thin or abrupt.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add a purposeful idea so a sentence is clearer and my story is stronger.

Sentence 1

Original sentence 1:

Revised sentence 1 (add a purposeful idea):

Sentence 2

Original sentence 2:

Revised sentence 2 (add a purposeful idea):

STUDENT SUPPORT - Another Way to Show What You Know

Read each sentence aloud before and after you revise it. You may talk through the change with a partner, but the sentence stays your own.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Standards Application Check - My Editing Standards

Read the official standard first. Then say it in words that make sense to you.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean just one person, place, thing, or idea.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell the words I see and use most often correctly.

Standards Application Check - EDIT

Now use the editing standards on one sentence from your own draft.

Copy One Complete Simple Sentence

Write one complete simple sentence from your draft below. Use your natural handwriting size.

Check the Sentence

- ☐ Complete sentence ☐ Subject-verb agreement
☐ Singular noun ☐ Common noun
☐ High-frequency spelling ☐ Capitalization / punctuation

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

Read the sentence aloud or point to the subject, verb, and noun with a partner. You may use an approved word list for spelling. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Prove Your Growth

Reflection is stronger when you can point to evidence in your own work.

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside one purposeful detail you added to a thin sentence.
- Circle one clue that leads to the next clue.

My Proof Statement

I think I am at the _____ Thinking Level because on page _____ I independently

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

Evaluate your draft: Which single detail does the most work for your reader? Defend why it is stronger than another detail you could remove.

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your narrative.

- Strong Opening Badge - I introduced the setting, character, and mystery so the reader wants to continue.
- Relationship Builder Badge - I showed a meaningful connection between characters, the object, the mystery, or the past.
- Character in Motion Badge - I used precise actions that helped the reader follow the experience.
- Character Voice Badge - I used thoughts or dialogue that revealed the character.
- Clue Builder Badge - I arranged clues so one discovery led to another.
- Important Moment Badge - I slowed down the discovery, decision, or turning point.
- Meaningful Ending Badge - I showed a lesson, realization, changed feeling, or lasting effect.
- Complete TRAILS Badge - My narrative shows evidence of all six TRAILS characteristics.

My Evidence-Based Awards

I award myself the _____ Badge. My evidence is

This helps the reader

I also award myself the _____ Badge because I

STUDENT SUPPORT - Another Way to Show What You Know

Choose your badges. Point to the proof before you write. Choose the Complete TRAILS Badge only when you can point to evidence for all six letters.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 4 - TARGET a New Goal, Curiosity, or Stress Point

A useful target names exactly what you will do next time.

Choose Your Target Type

- ☐ New Goal - a narrative skill I want to strengthen
- ☐ Curiosity - something I now want to explore
- ☐ Stress Point - a place where my thinking felt stuck or rushed

Build a Specific Target

My New Goal is to _____ because

Something I am curious to try is

A stress point where my thinking felt stuck was

The next time I write a narrative, I will

PARTNER TARGET CONFERENCE

Your evidence shows strength in _____. Your target is clear because _____. A question that may help you is _____.

Ready to Stretch? Take Your Thinking Further!

Raise the target one level: instead of only doing the skill correctly, name how you could defend, evaluate, transfer, or teach it next time.

Day 5 - Museum of Mystery Narratives

Your narrative becomes an exhibit. You are the expert standing beside it.

Author-Educator Placard

Title of My Narrative is _____.

My Mystery Begins When _____.

My Setting Is _____.

My Important Moment Is _____.

My Character Learns or Realizes

_____.

One Deliberate Choice I Made Was

_____.

That Choice Helps the Reader _____.

Listener Responsibilities

- I could picture the setting because you wrote ____.
- I understood your character better when ____.
- I knew the important moment was ____ because ____.
- Your ending helped me understand ____.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the museum walk. You may use this placard, but do not simply read every line. Your job is to explain your decisions.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the frame, explain one purposeful craft move you used and the exact job it does for your reader.

Fresh Recall + MY THINKING NOW

Close the reference pages first. Reconstruct the prepared-writer chain from memory.

Fresh Recall - Write the Chain

1. Name the ____

2. Name the ____

3. Name the ____

4. Confirm the ____

5. Plan with ____

MY THINKING NOW

How do I make my reader feel like they are right there in the story?

WHAT CHANGED?

Circle or underline something in your second response that you could not have explained at the beginning. Then complete:

Purposeful craft makes my writing stronger because _____.

MY MODULE CHECK-IN

Use proof - not just feelings - to describe your learning.

I can now:

Confirm that narrative fits the topic, purpose, and audience; tell purposeful development from random detail; use precise actions, thoughts, and dialogue with a job; slow down the important moment; and write a complete narrative with a meaningful ending.

The page that proves it: _____ Thinking Level I reached: _____

Something I am proud of:

Something I will work on next:

Thinking Level	Next Instructional Move
Foundational / Emergent	I may need another example, model, or supported practice.
Visible	I need to explain my thinking more completely.
Independent	I am ready to use the skill independently.
Reflective	I am ready to stretch, defend, evaluate, connect, create, or teach.

Study the Models - Draft A and Draft B

The goal is not to label a writer. Notice what the writing does and decide the next move.

THE PROMPT

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. Develop the important moment across several sentences and end with a lesson or lasting effect.

Draft A (Low)

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

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B (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 is one specific next move? (Hint: the ending tells rather than shows.)

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on page 87. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Study the Models - Draft C

Look for craft, connected clues, a slowed important moment, and a lasting effect.

Draft C (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.” Maya turned the key over in her palm. A tiny metal tag hung from it. Someone had scratched two marks into the tag: G-7. Maya looked around the garden. Seven wooden signs marked the planting beds. The last sign read Garden Plot 7. They hurried to the plot and searched around the tomato plants, but they found no lock. Then Ben pointed toward the old greenhouse. “There is a seven on that door,” he said. 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 and a note written by a class from many years earlier: Plant these for the students who come after you. Maya stared at the note. 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.

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment being slowed down?

How does the ending show a lasting effect instead of just stopping?

Ready to Stretch? Take Your Thinking Further!

Transfer the craft: name one choice from Draft C you could use in your own writing and explain why it fits your reader.

Compare the Models

Use evidence to explain how a narrative grows from a list of events into a developed experience.

Feature	Draft A	Draft B	Draft C
Specific setting	☐	☐	☐
Relationship	☐	☐	☐
Precise actions	☐	☐	☐
Thought / dialogue with a job	☐	☐	☐
Connected clues	☐	☐	☐
Slowed important moment	☐	☐	☐
Meaningful lasting effect	☐	☐	☐

Move Draft A Up One Level

Rewrite Draft A by adding at least three TRAILS elements while keeping the same basic mystery.

STUDENT SUPPORT - Another Way to Show What You Know

Choose three TRAILS parts first. You may write their labels - S, A, I - in the margin while you plan your revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 5 - Additional Writing - Audience Switch

One topic. Different audiences. The writing changes when the reader changes.

WRITING PROMPT

Keep the same shell topic from “The Mystery of the Traveling Shell.” Write it for two different audiences of your choice, such as a narrative opening for a third-grade class and an informative opening for a museum visitor guide. Explain which details and words changed because the audience changed.

Connection to This Module

This week you learned that purpose and audience guide the genre choice first, and then purposeful craft helps the writing do its job. Now prove you can shape the same topic for two different readers.

Success Criteria

- Each opening fits its audience’s needs.
- The register - formal or friendly - fits each reader.
- I can explain what changed and why.

Step 1 - The Shared Topic

Name the one topic both pieces will share:

STUDENT SUPPORT - Another Way to Show What You Know

Choose one idea from the passage. Say it in one sentence before you name the two audiences.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Two Audience Lenses

Name what each reader knows, needs, and expects before you draft.

AUDIENCE ONE

Shared topic:

Purpose:

Audience:

Know / Need / Expect:

Genre & register: Narrative or Informative / Formal or Friendly

AUDIENCE TWO

Shared topic:

Purpose:

Audience:

Know / Need / Expect:

Genre & register: Narrative or Informative / Formal or Friendly

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Audience Lens on page 85.
Complete know, need, and expect for one reader at a time.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Opening for Audience One

Choose details and a register that fit your first audience.

AUDIENCE CHECK

What does this reader know, need, and expect? Which details and how formal should the opening be?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Opening for Audience Two

Shape the same topic differently for your second audience.

COMPARE AS YOU DRAFT

Keep the same central topic. Change the details, register, or genre when the second reader needs something different.

[illegible]

Revise, Edit, and Share

Revision improves meaning. Editing checks conventions.

REVISE

Read both openings aloud. Add one purposeful idea to a thin sentence in each so it fits its reader more clearly.

Audience One revision:

Audience Two revision:

EDIT

- ☐ Complete simple sentences ☐ Subject-verb agreement
☐ Singular nouns ☐ Common nouns ☐ High-frequency spelling

SHARE

Read both openings to a partner. Your partner names each audience and one deliberate craft choice that fits it.

One audience-fitting choice my partner noticed:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner if public sharing is difficult. The feedback must still name each audience and a specific fitting choice.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Writing - Proof of Transfer

Use proof to explain how one topic changed for two readers.

Proof of Transfer

I knew I shaped the same topic for two audiences because on pages _____ and _____
I _____

READY TO STRETCH? - Three Audiences, Three Openings

The same content changes when the reader changes.

THE CHALLENGE

Keep the shell topic and write THREE openings: a narrative opening for a third-grade class, a museum-message opening for a curator, and an informative opening for a visitor guide. Annotate how the detail, register, and genre changed for each audience.

Narrative for a Third-Grade Class

Audience need:

Opening:

Museum Message for a Curator

Audience need:

Opening:

Informative Opening for a Visitor Guide

Audience need:

Opening:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 2.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 2 CLOSING IDEA

Purposeful details help the reader see the setting, understand the character, feel the important moment, and carry meaning away from the ending.

Essential Question - Answered

You started Module 2 with an Essential Question. Now that you have finished the module, answer it using what you learned.

OUR ESSENTIAL QUESTION

How do I make my reader feel like they are right there in the story?

My Answer

I choose purposeful details on purpose. I help my reader see the setting, understand the character, feel the important moment, and carry meaning away from the ending - so instead of just hearing what happened, my reader experiences it.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the reader: A writer helps me experience a story by _____. In my narrative I _____ so the reader could _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E

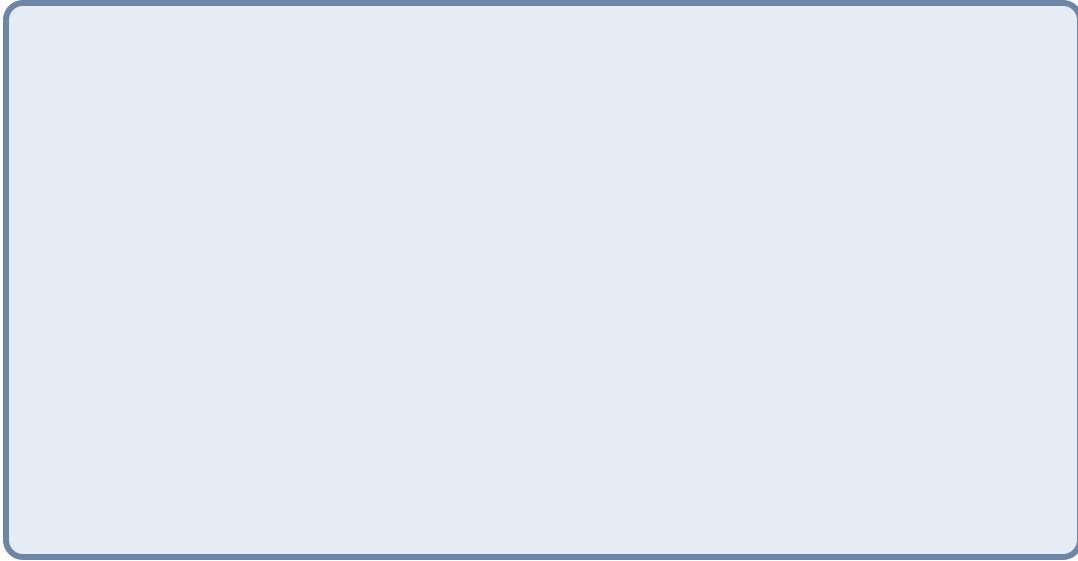


Plan the Path Before the Draft

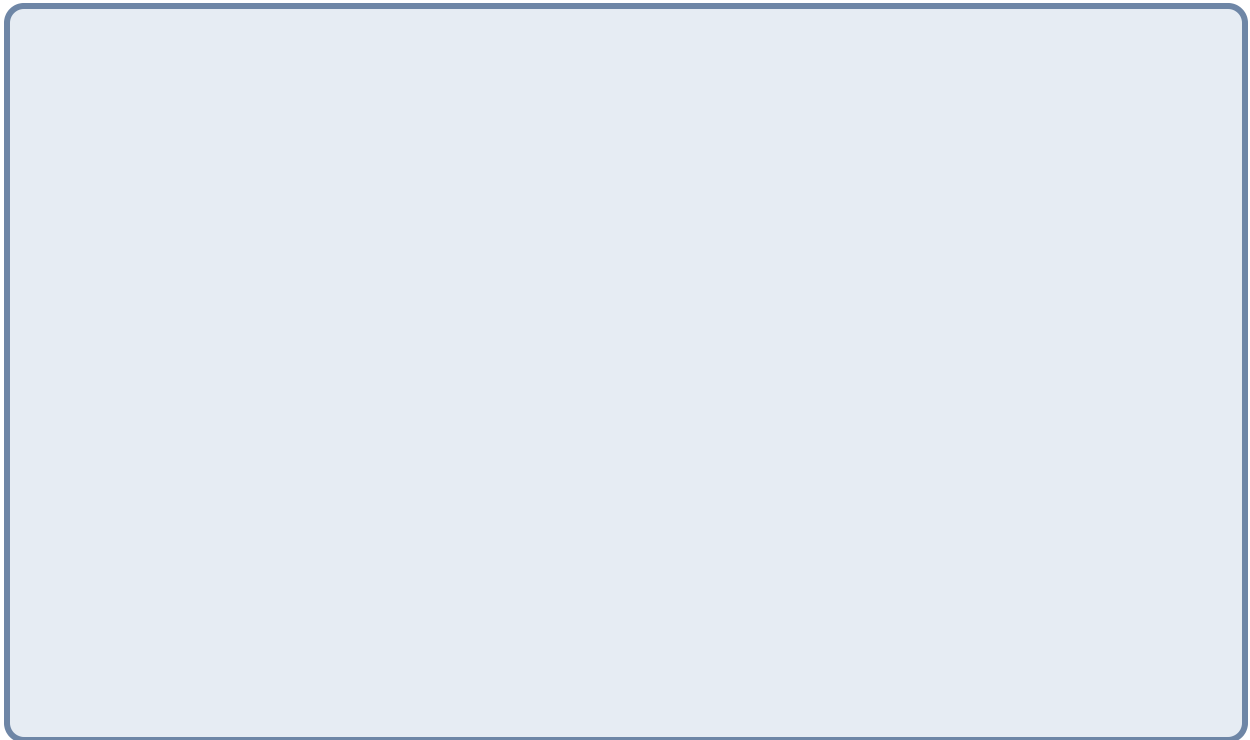
Brainstorm, Freewrite, Map, and Choose



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can pick the kind of writing that fits my topic, my reason for writing, and my reader. Then I can choose a way to plan my first draft.

TEKS 12(A)(i) - Official Standard

compose literary texts, including personal narratives, using genre characteristics

HOW I SAY THE STANDARD!

I can write a narrative that has the parts a reader expects in a story.

TEKS 12(A)(ii) - Official Standard

compose literary texts, including personal narratives, using craft

HOW I SAY THE STANDARD!

I can use writer's craft - details, thoughts, and dialogue - to make my narrative better.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add an idea to a sentence so my meaning is clearer.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

These editing standards help me make my finished writing easier for a reader to understand.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean just one person, place, thing, or idea.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 1(E) - Official Standard

demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and retell, respond to, or ask about what I heard.

ELPS 2(E) - Official Standard

narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail each time.

ELPS 2(F) - Official Standard

restate, ask questions about, or respond to information during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can restate, question, or respond to what I hear.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use reading habits like Dot, Discover, Drop to get ready to understand a passage.

My Module 3 Learning Launchpad

Read what you can learn and decide how you will show up for the work.

I CAN

- choose a genre by studying the topic, purpose, and audience.
- select a planning HABIT - brainstorm, freewrite, or map - that fits the writing job.
- show where my plan influenced my draft.
- develop a narrative with TRAILS.

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.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 3 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

Essential Question

Before I write, how do I pick the plan that fits my job?

Keep this question in mind all module. You will answer it on the last page.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Choose a genre from topic, purpose, and audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Select and justify a planning HABIT	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use my plan to develop the important moment	a lot / a little / new	a lot / a little / new	a lot / a little / new
Develop Beth's change with all six TRAILS parts	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise by adding an idea and edit conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Use the Say it guide to pronounce each word, learn the meaning, then rehearse the complete oral frame.

choose

Say it: CHOOZ

What it means: To pick one thing from a group.

Try the frame: I _____ the genre that fits the job.

decide

Say it: dih-SYD

What it means: To make up your mind.

Try the frame: First I _____ the purpose and audience.

detail

Say it: DEE-tayl

What it means: A small piece of information.

Try the frame: A freewrite helps me find each useful _____.

draft

Say it: DRAFT

What it means: A first version of writing.

Try the frame: I plan before I begin my _____.

idea

Say it: eye-DEE-uh

What it means: A thought you might use in writing.

Try the frame: I collected each _____ during my brainstorm.

Tier 1 Vocabulary - Everyday Words

Use the Say it guide to pronounce each word, learn the meaning, then rehearse the complete oral frame.

moment

Say it: MOH-munt

What it means: A short, important point in time.

Try the frame: My map puts the important _____ in the center.

order

Say it: OR-der

What it means: The way events are arranged.

Try the frame: Mapping helps me see the _____ of events.

plan

Say it: PLAN

What it means: To decide the parts before drafting.

Try the frame: I will _____ my route before I write.

reason

Say it: REE-zun

What it means: Why you think or do something.

Try the frame: I can give a _____ for my genre choice.

route

Say it: ROOT

What it means: The path the writing will take.

Try the frame: My plan gives me a _____ into the draft.

Tier 2 Vocabulary - Academic Writing Words

Use the Say it guide to pronounce each word, learn the meaning, then rehearse the complete oral frame.

audience

Say it: AW-dee-uns

What it means: The person or people who will receive the writing.

Try the frame: My _____ is other third-grade readers.

brainstorm

Say it: BRAYN-storm

What it means: To quickly collect possible ideas without deciding the order yet.

Try the frame: I _____ many ideas before I choose.

freewrite

Say it: FREE-ryt

What it means: To write continuously for a short time to discover ideas.

Try the frame: I _____ to find what I think.

genre

Say it: ZHAHN-ruh

What it means: The kind or form of writing.

Try the frame: The _____ that fits this job is narrative.

mapping

Say it: MAP-ing

What it means: Planning by connecting a central idea to related details visually.

Try the frame: I use _____ to connect events to the important moment.

Tier 2 Vocabulary - Academic Writing Words

Use the Say it guide to pronounce each word, learn the meaning, then rehearse the complete oral frame.

organize

Say it: OR-guh-nyz

What it means: To put ideas in a clear order.

Try the frame: My plan helps me _____ the events.

perspective

Say it: per-SPEK-tiv

What it means: The point of view someone has.

Try the frame: Each classmate shared a different _____.

planning

Say it: PLAN-ing

What it means: Deciding the parts and route before drafting.

Try the frame: My _____ shows where my thinking is going.

purpose

Say it: PUR-pus

What it means: What the writing must do.

Try the frame: My _____ is to help the reader experience Beth's change.

sequence

Say it: SEE-kwens

What it means: The order in which events happen.

Try the frame: I planned the _____ before I drafted.

Tier 3 Vocabulary - Passage and Concept Words

Use the Say it guide to pronounce each word, learn the meaning, then rehearse the complete oral frame.

advantage

Say it: ad-VAN-tij

What it means: A helpful or positive part of a choice.

Try the frame: One _____ of longer recess is more movement.

citizen

Say it: SIT-uh-zun

What it means: A member of a community who takes part in decisions.

Try the frame: A good _____ listens respectfully.

community

Say it: kuh-MYOO-nuh-tee

What it means: A group of people who live, learn, or work together.

Try the frame: A school _____ has many needs.

compromise

Say it: KOM-pruh-myz

What it means: A solution where each side gives a little.

Try the frame: An extra movement break is a _____.

decision

Say it: dih-SIZH-un

What it means: A choice a group or person makes.

Try the frame: The class made a group _____.

Tier 3 Vocabulary - Passage and Concept Words

Use the Say it guide to pronounce each word, learn the meaning, then rehearse the complete oral frame.

democratic

Say it: dem-uh-KRAT-ik

What it means: Making decisions as a group, often by voting.

Try the frame: Voting is a _____ way to decide.

disadvantage

Say it: dis-ad-VAN-tij

What it means: A drawback or negative part of a choice.

Try the frame: One _____ is less classroom time.

respectful

Say it: ri-SPEKT-ful

What it means: Treating others with care and consideration.

Try the frame: The class made a _____ decision.

solution

Say it: suh-LOO-shun

What it means: An answer to a problem.

Try the frame: Lily suggested another _____.

viewpoint

Say it: VYOO-point

What it means: A person's way of seeing an issue.

Try the frame: Everyone explained a _____.

The Genre Compass

The passage gives you content. The writing job gives you the direction.

TOPIC ›

PURPOSE ›

AUDIENCE ›

RESPONSE GENRE ›

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

The passage is the source. The prompt - not the passage title - decides the response genre. The same recess topic can become a narrative, an informative piece, an opinion or argument, or a message.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let a reader experience an event or discovery	tell, experience, moment	Brainstorm, Freewrite, or Map + TRAILS
Informative	explain or teach how something works	explain, teach, describe	Brainstorm or Map
Opinion / Argument	take and support a viewpoint	think, best, should, support	Brainstorm or Map
Correspondence	communicate directly with a specific reader	letter, message, thank	Brainstorm

The PREPARE Decision - Five Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, support, or communicate.
3. Name the audience and what that audience needs.
4. Choose the response genre that best fits the job.
5. Choose a planning HABIT that helps organize the thinking, and justify it. For narrative, use TRAILS to develop the experience.

THE THREE PLANNING HABITS

HABIT	What It Does	When It Helps
Brainstorm	quickly collect possible ideas without deciding the order yet	when you need many ideas before choosing
Freewrite	write continuously for a short time to discover what you think and what details matter	when you are not sure what you want to say yet
Map	place the central idea in the middle and connect related details, events, people, or reasons	when you want to see the important moment and connect what came before and after

ORAL REHEARSAL FRAME

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best genre is _____ because the job requires _____.

I will plan by _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each decision pill while you say the frame aloud. Then record one decision at a time.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading Habit

Good readers notice new words, discover their meaning, and celebrate when they own them.

Step	What I Do
D - Dot	Place a small dot above a word that seems unfamiliar while I read.
O - Discover	Discover the meaning as I read, discuss, use context, or learn with my class.
T - Drop	Go back and erase the dot once I know the word well enough to use it.

BOARD TEXT TO REMEMBER

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

Before You Read

☐ Dot in passage ☐ List in margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If writing a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

TRAILS - Narrative Anatomy

When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS.

T - Topic or Experience	Name the experience your narrative will develop (Beth's changing thinking).
R - Relationships	Who matters in this experience - Beth, her classmates, Mrs. Green?
A - Actions, Thoughts, and Dialogue	What actions, thoughts, or dialogue reveal Beth's thinking?
I - Important Moment	When does Beth recognize there may be more than one reasonable solution?
L - Lesson or Lasting Effect	What does Beth understand about making decisions in a community?
S - Setting	Where and when does it happen - the playground, the classroom? What senses make it real?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

A strong narrative develops more than events. It reveals the important moment and the lasting effect so the reader understands why the experience mattered.

Ready to Stretch? Take Your Thinking Further!

Choose one TRAILS part that seems easiest to picture in Beth's story right now. Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again at the end of the module.

Before I write, how do I pick the plan that fits my job?

My thinking level before we begin:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: This job needs me to ___, so I would plan by ___. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

PASSAGE 1 - The Recess Question - Part 1 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

This is the high-stamina version of the passage. If you need a support, you may reread a shorter section instead of the whole passage at once.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[1] The bell rang.

[2] “Recess!” Beth shouted.

[3] Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.

[4] The sun felt warm on Beth’s face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another.

[5] “Push me higher!”

[6] “Catch me!”

[7] “Race you to the slide!”

[8] Beth smiled. Recess was one of her favorite parts of the school day.

[9] She ran toward the jump ropes where her friend Ava was waiting.

[10] “Want to jump?” Ava asked.

[11] “Of course!” Beth said.

PASSAGE 1 - The Recess Question - Part 2 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

- [12] Ava and Beth began turning the rope together.
- [13] “Ready?” Ava called.
- [14] Their friend Max jumped into the middle.
- [15] “One, two, three, four!”
- [16] Max jumped higher each time the rope came around.
- [17] Then Beth noticed someone sitting alone near the fence.
- [18] It was Lily. She had joined their class only a few days earlier.
- [19] Beth stopped turning the rope.
- [20] “What’s wrong?” Ava asked.
- [21] “I think Lily might need someone to play with,” Beth said.
- [22] Beth walked over to her.
- [23] “Do you want to jump rope with us?” Beth asked.
- [24] Lily looked surprised.

PASSAGE 1 - The Recess Question - Part 3 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[25] “Really?”

[26] “Really,” Beth said.

[27] Soon Lily was jumping while Beth and Ava turned the rope.

[28] Lily missed the rope on her first try.

[29] Then she missed again.

[30] On the third try, she made it over.

[31] Everyone cheered.

[32] “I did it!” Lily yelled.

[33] Beth laughed.

[34] For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.

[35] Then the whistle blew.

[36] Recess was over.

[37] “Awww!” several children groaned.

PASSAGE 1 - The Recess Question - Part 4 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[38] As the class lined up, Max said, "Recess always feels too short."

[39] "I think we should have a longer recess," Ava said.

[40] Beth nodded. "Me too."

[41] Their teacher, Mrs. Green, heard them.

[42] "Why do you think recess should be longer?" she asked.

[43] "Because we get to move," Max said. "We sit a lot in class."

[44] "And we get to play with our friends," Ava added.

[45] Beth looked at Lily.

[46] "Sometimes recess gives us time to get to know someone new," she said.

[47] Mrs. Green smiled.

[48] "Those are thoughtful reasons," she said. "Recess can give children time to move, play games, talk with friends, and take a break from classroom work."

[49] Max grinned.

[50] "So can we have recess all afternoon?"

PASSAGE 1 - The Recess Question - Part 5 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[51] Mrs. Green laughed.

[52] “Not quite.”

[53] “Why not?” Max asked.

[54] “Because a school community has many needs,” Mrs. Green explained. “We need time to read, write, learn mathematics, study science and social studies, and do many other important things.”

[55] “So longer recess might mean less time for something else?” Beth asked.

[56] “That could happen,” Mrs. Green said.

[57] Beth thought about that as they walked back to the classroom.

[58] She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them.

[59] But now there was more to think about.

[60] When everyone was seated, Mrs. Green wrote a question on the board:

[61] Should our recess be longer?

PASSAGE 1 - The Recess Question - Part 6 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[62] “People in a community do not always agree,” she explained. “Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully.”

[63] Mrs. Green drew three columns on the board.

[64] Longer Recess

[65] Keep Recess the Same

[66] Another Solution

[67] “We are not going to vote yet,” she said.

[68] Max raised his hand. “Why not?”

[69] “Because a good decision should not be based only on what we want,” Mrs. Green replied. “First, we need information. We should consider the advantages and disadvantages of each choice.”

[70] The class began making a list.

[71] Under Longer Recess, they wrote:

[72] - more time for physical activity

PASSAGE 1 - The Recess Question - Part 7 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[73] - more time with friends

[74] - more opportunities to include someone new

[75] - a longer break from sitting and working

[76] Under Keep Recess the Same, they wrote:

[77] - enough time for all school subjects

[78] - more classroom learning time

[79] - time for other activities during the school day

[80] Then Lily raised her hand.

[81] “What if we could have another short movement break instead of making recess a lot longer?”

[82] Mrs. Green smiled. “That is exactly why we have a third column.”

[83] Beth liked Lily’s idea.

[84] Mrs. Green added it to Another Solution.

PASSAGE 1 - The Recess Question - Part 8 of 8

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[85] “People have been making group decisions for a very long time,” Mrs. Green continued. “Thousands of years ago, some citizens in ancient Greece gathered to discuss important questions and vote. Their ideas about citizens participating in decisions helped influence democratic governments that came much later.”

[86] “So voting is really old?” Max asked.

[87] “The idea certainly is,” Mrs. Green said. “Today, voting is still one way groups make decisions.”

[88] Ava looked at the board.

[89] “Can we vote now?”

[90] “Almost,” Mrs. Green said. “First, everyone gets a chance to explain a point of view. You may disagree with someone, but you must listen respectfully.”

[91] Beth listened as her classmates spoke.

[92] Max still wanted longer recess.

[93] Ava agreed with him.

[94] One student thought recess should stay exactly the same.

[95] Lily explained her idea for an extra movement break.

[96] No one shouted. No one laughed at another person’s answer. They asked questions and listened. T — Time People have been making group decisions for a very long time; Thousands of years ago, some citizens in ancient Greece gathered to discuss important questions and vote; Their ideas about citizens participating in decisions helped influence democratic governments that came much later R — Reactions Beth smiled; Lily looked surprised; Everyone cheered; “I did it!” Lily yelled; Beth thought about that as they walked back to the classroom; No one shouted. No one laughed at another person’s answer A — Actions She ran toward the jump ropes where her friend Ava was waiting; Beth stopped turning the rope; Beth walked over to her; The class began making a list; Mrs. Green drew three columns on the board; Mrs. Green wrote a question on the board C — Character/Concept/Creature Beth; Mrs. Green; Lily; citizens K — Key Knowledge Good citizens listen to one another, consider the reasons, and make decisions respectfully; a good decision should not be based only on what we want; First, we need information. We should consider the advantages and disadvantages of each choice; You may disagree with someone, but you must listen respectfully S — Scenery/Setting onto the playground; On the blacktop, basketballs went bounce, bounce, bounce; someone sitting alone near the fence; When everyone was seated

The Recess Question - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs. Verbally explain why each clue fits its TRACKS category.

TRACKS	Evidence I Found	Why It Fits
T ● - Time		
R ■ - Reactions		
A ▲ - Actions		
C ★ - Character, Concept, Creature		
K ♦ - Key Knowledge		
S ▼ - Scenery / Setting		

Evidence With a Planning Purpose

Choose one piece of evidence. Explain whether a brainstorm, freewrite, or map would organize the thinking it could support.

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame if you need it: I would plan this evidence with ____ because it helps me generate, uncover, or connect _____. Say it aloud first, then write.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

Same Topic, Many Routes: match the genre and the plan.

TODAY'S PURPOSE: I will keep the same recess topic and match a planning HABIT to the thinking each writing job needs.

A. Develop Beth's experience as she changes from being certain to considering several solutions.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

B. Explain how Mrs. Green helps the class make a respectful group decision.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

C. Support the recess solution that would work best for the class.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

D. Write a message to the principal proposing one practical change.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

Day 1 - REVEAL

The PREPARE Decision: Topic → Purpose → Audience → Genre → Planning HABIT

Model Job (Narrative)

Writing job: Develop Beth's changing thinking as a narrative for another third-grade reader.

Topic	Beth's changing thinking about recess
Purpose	let a reader experience a moment
Audience	another third-grade reader
Genre	narrative
Planning	map, because a map lets me see the important moment in the center and connect what Beth thought before and after it

Reveal the Three Planning HABITS

After we choose the genre, we still are not ready to draft. We choose a route into the writing: **brainstorm** to collect ideas quickly, **freewrite** to discover what we think, or **map** to connect a central idea to related details.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Genre Compass as you say each decision. Complete one decision at a time.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Day 2 - ATTEMPT

Genre Route Relay: every placement needs a writing-job reason.

THE GOAL IS NOT SPEED ALONE

Read the whole task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the genre. Choose a planning HABIT. Defend both choices before earning the point.

Group Roles (rotate after each card)

- Reader - reads the whole writing situation aloud.
- Purpose Finder - names the purpose verb and the audience.
- Genre Defender - states the genre and proves it with topic, purpose, and audience.
- Planner - names the planning HABIT and says why it helps.

How to Play

1. Cut the response genre cards and the task cards on the cut pages that follow.
2. Place each task card in the response genre box that fits best.
3. Name the planning HABIT and say why it helps before anyone checks.
4. After the group commits, flip the matched cards. The self-check code on the back confirms the match.
5. If the codes do not match, fix the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Game Board page as a no-cut pathway. Write the task number in the genre box and name the planning HABIT. You still must give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Genre Route Relay - Game Board

Place a task card in a genre box, or use this page as the no-cut pathway.

Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Opinion / Argument

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Before You Cut - Set Up Genre Route Relay

The next pages are cut pages. Make your plan first so the pieces stay useful.

HOW TO USE THE PIECES

Cut on the dashed boundaries. Keep the pieces together. The pages behind the cut pages contain light self-checking codes.

My Setup Checklist

- ☐ I have scissors ☐ I know my group role
- ☐ I will match before I flip

FLIP & CHECK

Match first. Flip second. Fix it if you need to. The code on the back is only for checking after your group has made the thinking decision.

No-Cut Pathway

Use the Game Board page. Write the task number in the genre box and record the planning HABIT. You still give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any task cards, predict which jobs will need ideas generated, thinking uncovered, or connections mapped.

CUT PAGE - Response Genre Cards

Cut on the dashed line. Match the route before checking.

Narrative

Informative

Opinion / Argument

Correspondence

Self-Check Backs - Genre Cards

Check the code after your group agrees.

Teach how it works
Informative

Experience a moment
Narrative

Message a reader
Correspondence

Support a viewpoint
Opinion / Argument

CUT PAGE - Task Cards A

Cut on the dashed line. Match the task before checking.

TASK CARD 1

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

TASK CARD 2

Explain how Mrs. Green's class gathers information and listens to different perspectives before voting. Audience: students learning about group decision-making.

TASK CARD 3

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

Self-Check Backs - Task Cards A

Check the code after your group agrees.

Card 1 - Narrative; map or brainstorm

Card 2 - Informative; map

Card 3 - Opinion / Argument; brainstorm or map

CUT PAGE - Task Cards B

Cut on the dashed line. Match the task before checking.

TASK CARD 4

Write a respectful message to Mrs. Green thanking her for giving every student a chance to share a viewpoint. Audience: Mrs. Green.

TASK CARD 5

Develop Lily's experience from sitting alone at recess to contributing an idea to the class discussion. Audience: a school anthology reader.

TASK CARD 6

Explain why listening respectfully matters when a community makes a decision. Audience: a younger grade.

Self-Check Backs - Task Cards B

Check the code after your group agrees.

Card 4 - Correspondence; brainstorm

Card 5 - Narrative; freewrite or map

Card 6 - Informative; brainstorm or map

Genre Route Relay - Record the Reason

A genre name without a topic-purpose-audience reason does not count.

Task	Genre + Planning HABIT	Why the Route Fits
1		
2		
3		
4		
5		
6		

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

I see that route.

I think _____ fits more strongly because the purpose or audience requires _____.

CHALLENGE ROUND

Keep the recess topic the same but change only the audience. Would your genre stay the same or change? Explain why.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one module writing job:

The passage is _____, but the response should be _____
because the writing purpose is _____ for _____.

Focus 2 - Purpose and Audience Evidence

Choose one relay card. Underline the purpose verb. Box the audience. Then explain how those clues support the genre decision.

Focus 3 - Planning HABIT Fit

For your upcoming narrative, circle one: Brainstorm / Freewrite / Map. Explain how that tool will help you think.

STUDENT SUPPORT - Another Way to Show What You Know

Talk through the three discussion focuses with a partner before writing. Your written response still needs to show your own genre reasoning.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Beth's Change Narrative - First Thinking

Pause before you plan or draft. Capture the first version of the moment you will develop.

YOUR WRITING JOB

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision. Choose a planning HABIT that fits, justify your choice, and revise one sentence by adding a useful idea.

FIRST THINKING

At the start of the story, Beth is certain that

The idea that makes her think differently is

The important moment when her thinking changes is

What Beth understands by the end is

My thinking level before I plan:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: Beth was sure _____. Then _____. After that, her thinking changed because _____.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE INDEPENDENTLY

Independent PREPARE Planning Record: make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision. Choose a planning HABIT that fits, justify your choice, and revise one sentence by adding a useful idea.

Required PREPARE Header

Topic: Beth's changing thinking about the recess decision

Purpose: _____

Audience: other third-grade readers

Genre: Narrative

Genre justification: Narrative fits because the purpose is to help the audience experience _____.

Planning HABIT: Brainstorm / Freewrite / Map

Why this HABIT helps me think:

STUDENT SUPPORT - Another Way to Show What You Know

Answer a word bank, complete one PREPARE line at a time, or say the Genre Compass and TRAILS choices aloud before recording them.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRAILS Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience your narrative will develop (Beth's changing thinking).

R - Relationships

Who matters in this experience - Beth, her classmates, Mrs. Green?

A - Actions, Thoughts, and Dialogue

What actions, thoughts, or dialogue reveal Beth's thinking?

I - Important Moment

When does Beth recognize there may be more than one reasonable solution?

L - Lesson or Lasting Effect

What does Beth understand about making decisions in a community?

S - Setting

Where and when does it happen - the playground, the classroom? What senses make it real?

Beth's Change Narrative Draft - Page 1

Write for third-grade readers. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience Beth's thinking.

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience Beth's thinking.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Beth's Change Narrative Draft - Page 2

Continue the experience. Land on a lasting effect instead of simply stopping.

ENDING FOCUS

What did Beth understand about making decisions in a community? Let the ending reveal the Lesson or Lasting Effect.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Revise one sentence by adding a useful idea.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add an idea to a sentence so my meaning is clearer.

Sentence 1

Original sentence 1:

Revised sentence 1 (add one useful idea):

Sentence 2

Original sentence 2:

Revised sentence 2 (add one useful idea):

STUDENT SUPPORT - Another Way to Show What You Know

Read each sentence aloud before and after you revise it. Ask: what idea would make this clearer or the moment more developed? You may talk it through with a partner, but the sentence stays your own.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Standards Application Check - My Editing Standards

Read the official standard first. Then say it in words that make sense to you.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean just one person, place, thing, or idea.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

Standards Application Check - EDIT

Now use the editing standards on one sentence from your own draft.

Copy One Complete Simple Sentence

Write one complete simple sentence from your draft below. Use your natural handwriting size.

Check the Sentence

- ☐ Complete simple sentence ☐ Subject-verb agreement
☐ Singular noun ☐ Common noun
☐ High-frequency spelling ☐ Capitalization / punctuation

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

Read the sentence aloud or point to the subject, verb, and noun with a partner. You may use an approved word list for spelling. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Prove Your Growth

Reflection is stronger when you can point to evidence in your own work.

Mark Your Draft

- Underline one sentence that shows Beth's Important Moment.
- Put a star beside the sentence where you added a useful idea.
- Circle one detail you included because your audience needed it.

My Proof Statement

I think I am at the _____ Thinking Level because on page _____ I independently

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

Evaluate your planning HABIT: Which part most improved the draft? Would a brainstorm, freewrite, or map have organized this experience less effectively? Why?

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your plan or draft.

- Genre Matcher Award - my purpose and audience clearly fit the genre I chose.
- Audience Aware Award - I chose details with my audience in mind.
- Planning Pro Award - my brainstorm, freewrite, or map helped me plan.
- TRAILS Builder Award - I developed an experience rather than listing events.
- Moment Maker Award - I slowed down and developed the important moment.
- Sentence Grower Award - I added a useful idea to make a sentence clearer.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose from the six awards above. Point to the proof before you write. If writing the explanation is difficult, say "I award this because..." and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 4 - TARGET the Next Decision

A useful target names exactly what you will do next time.

Choose One Target Area

- ☐ Identifying purpose ☐ Identifying audience ☐ Choosing genre
☐ Selecting a planning HABIT ☐ Building TRAILS ☐ Adding a useful idea ☐ Editing conventions

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____.

Your target is specific because _____.

Ready to Stretch? Take Your Thinking Further!

Raise the target one level: instead of only doing the skill correctly, name how you could defend, evaluate, or teach it next time.

Day 5 - EXPLAIN or Educate Others

Become a PREPARE Coach: teach the five decisions using your own plan and writing as evidence.

PREPARE Coach - Author-Educator Card

My topic is _____.

My purpose is _____.

My audience is _____.

Narrative fit this job because _____.

I planned by ____ because _____.

One TRAILS decision I made is _____.

One sentence I improved by adding an idea is

_____.

One convention I checked is _____.

One idea I could plan a different way is

_____.

Turn-and-Teach: Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre and the plan.
- Ask: "Explain the reason you chose ____."
- Give evidence-based feedback instead of a general compliment, then switch roles.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. You may use this card, but do not simply read every line. Your job is to explain.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the frame, explain how you chose your planning HABIT and why it fit your writing job.

Fresh Recall + MY THINKING NOW

Close the reference pages first. Reconstruct the preparation chain from memory.

Fresh Recall - Write the Chain

1. Topic tells...

2. Purpose tells...

3. Audience tells...

4. Genre is...

5. Planning helps me...

MY THINKING NOW

Before I write, how do I pick the plan that fits my job?

WHAT CHANGED?

Circle or underline something in your second response that you could not have explained at the beginning. Then complete:

Planning makes my writing stronger because _____.

MY MODULE CHECK-IN

Use proof - not just feelings - to describe your learning.

I can now:

Choose a genre from topic, purpose, and audience; select and justify a planning HABIT; use my plan to develop the important moment; and develop a narrative with all six TRAILS characteristics.

The page that proves it: _____ Thinking Level I reached: _____

Something I am proud of:

Something I will work on next:

Thinking Level	Next Instructional Move
Foundational / Emergent	I may need another example, model, or supported practice.
Visible	I need to explain my thinking more completely.
Independent	I am ready to use the skill independently.
Reflective	I am ready to stretch, defend, evaluate, connect, or teach.

Study the Models - Draft A and Draft B

The goal is not to label a writer. Notice what the writing does and decide the next move.

THE PROMPT

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision. Choose a planning HABIT that fits, justify your choice, and revise one sentence by adding a useful idea.

Draft A (still growing)

"Beth wanted longer recess. Then Mrs. Green talked about it. Beth changed her mind. The class voted." (No planning HABIT named.)

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B (developing)

"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." (Planning: "I used a map to connect the events to the important moment.")

What is one specific next move?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Study the Models - Draft C

Look for craft, setting, the important moment, and the lasting effect.

Draft C (strong model)

"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." (Planning: "I freewrote first to uncover my thoughts, then used TRAILS.")

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

How does the ending show a lasting effect instead of just stopping?

Find one thought or line of dialogue that helps the reader experience Beth's thinking. Why does it fit an audience of classmates?

Ready to Stretch? Take Your Thinking Further!

Transfer the craft: name one choice from Draft C you could use in your own writing and explain why it fits your reader.

Compare the Models

Use evidence to explain how a narrative grows from a list of events into a developed experience.

Feature	Draft A	Draft B	Draft C
Planning HABIT + justification	☐	☐	☐
Clear setting	☐	☐	☐
Thoughts / dialogue	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Added idea for clarity	☐	☐	☐

Move Draft A Up One Level

Rewrite Draft A by adding at least three TRAILS elements while keeping the same basic experience.

STUDENT SUPPORT - Another Way to Show What You Know

Choose three TRAILS parts first. You may write their labels - S, A, I - in the margin while you plan your revision.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 5 - Additional Writing

Plan the same recess idea two ways, then choose the stronger plan.

WRITING PROMPT

Choose one idea from "The Recess Question" and plan it two different ways - with two different planning HABITS. Then choose the plan that would produce the stronger draft and explain why.

Connection to This Module

This week you learned that planning is where a writer decides where the thinking is going. Now prove you can choose a planning HABIT on purpose.

Success Criteria

- I planned the same idea two ways.
- I chose the stronger plan and justified it.
- My choice fits the thinking the job needs.

Step 1 - The Job

Idea from "The Recess Question":

Topic / Purpose / Audience:

Response Genre:

STUDENT SUPPORT - Another Way to Show What You Know

Name the topic, purpose, and audience before you compare plans. Keep the writing job the same for both plans.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Plan the Same Idea Two Ways

Compare what each planning HABIT helps you do.

PLAN ONE

Planning HABIT: Brainstorm / Freewrite / Map

What this HABIT helps me do:

My plan:

PLAN TWO

Planning HABIT: Brainstorm / Freewrite / Map

What this HABIT helps me do:

My plan:

STUDENT SUPPORT - Another Way to Show What You Know

Choose two different HABITS. Ask whether the job needs you to generate ideas, uncover thinking, or connect ideas.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Choose the Stronger Plan + Draft

Use the plan that organizes the thinking better.

My Choice

The stronger plan is _____ because

It fits the thinking this job needs by

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Additional Draft - Continue

Develop the writing from your chosen plan.

PLAN-TO-DRAFT CHECK

Point to one part of your chosen plan that belongs in the draft. Keep using the plan when it helps; adjust it when your thinking grows.

[illegible]

Revise, Edit, and Share

Revising adds ideas and improves meaning. Editing checks conventions.

REVISE

Read your draft aloud. Add one useful idea that makes a sentence clearer or the important moment more developed.

Before:

After:

EDIT

- ☐ Complete simple sentences ☐ Subject-verb agreement
☐ Singular nouns ☐ Common nouns ☐ High-frequency spelling

SHARE

Show both plans to a partner. Your partner names which plan they would choose and why.

My partner chose:

The evidence-based reason was:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or talk with a partner. The feedback must compare both plans and name why one better fits the thinking.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

Additional Writing - Proof of Transfer

Use proof to explain what planning the same idea two ways taught you.

Proof of Transfer

I chose a planning HABIT on purpose because on page _____ I

Partner feedback I want to remember:

READY TO STRETCH? - Two Defensible Planning Routes

The same genre can sometimes support two useful planning routes.

THE CHALLENGE

Create two defensible planning routes for the same genre. Compare the advantages of each and select the route that would produce the stronger draft for the named audience.

Route One

Genre / audience:

Planning HABIT and advantage:

Route Two

Same genre / audience:

Different planning HABIT and advantage:

Select + Explain

I would choose _____ because

I would switch to the other route if the writing job

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Check the Learning

Informal, low-stakes ways to SEE what you understand in this module.

Verbal - Gather / Reveal - Fist to Five

Hold up 0-5 fingers to show how sure you are that you can tell whether narrative fits a writing job's topic, purpose, and audience.

Visual / Physical - Attempt - Sort It

Sort detail cards under the six TRAILS elements. Explain one placement aloud.

Written - Discuss / Use - One-Sentence Justification

Write one sentence that names the genre and the reason:

For this topic, purpose, and audience, narrative fits because

Assessment Option

Listen - check through discussion. Look - observe a signal, sort, or performance.

Collect - produce something to examine.

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

Planning is where the writer decides where the thinking is going. A prepared writer names the topic, purpose, and audience, chooses the genre that fits, and then picks a planning HABIT - brainstorm, freewrite, or map - as the route into the draft.

Essential Question - Answered

You started Module 3 with an Essential Question. Now that you have finished the module, answer it using what you learned.

OUR ESSENTIAL QUESTION

Before I write, how do I pick the plan that fits my job?

My Answer

First I name my topic, purpose, and audience and choose the genre that fits. Then I pick a planning HABIT - brainstorm, freewrite, or map - as my route into the draft, because planning is where I decide where my thinking is going.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the thinking the job needs: This job needed me to ____, so I chose to ____ (brainstorm, freewrite, or map) because ____, and I used it to ____.

Ready to Stretch? Take Your Thinking Further!

Do the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E

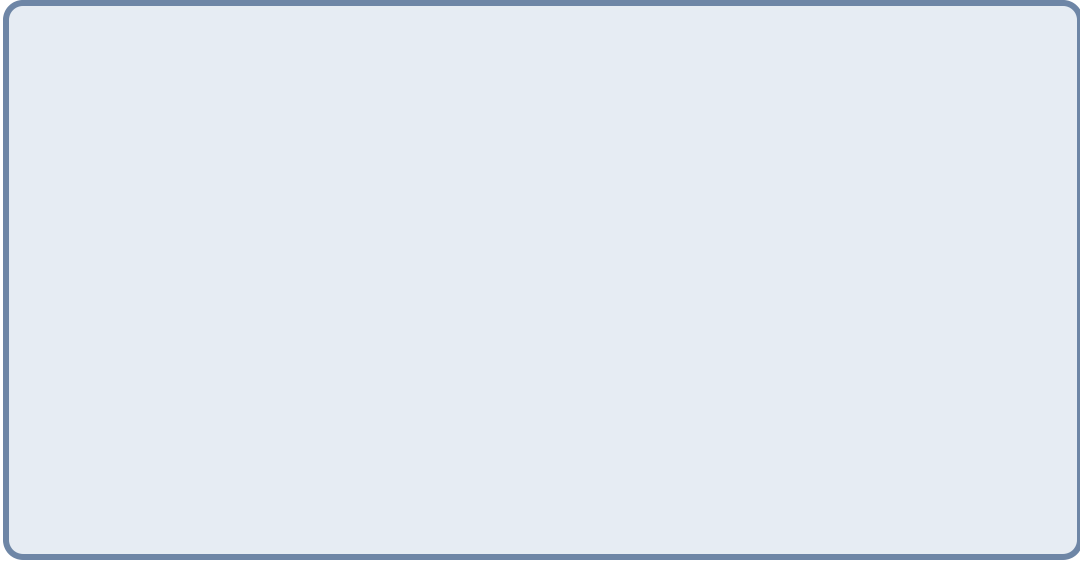


The Complete Response Ecosystem

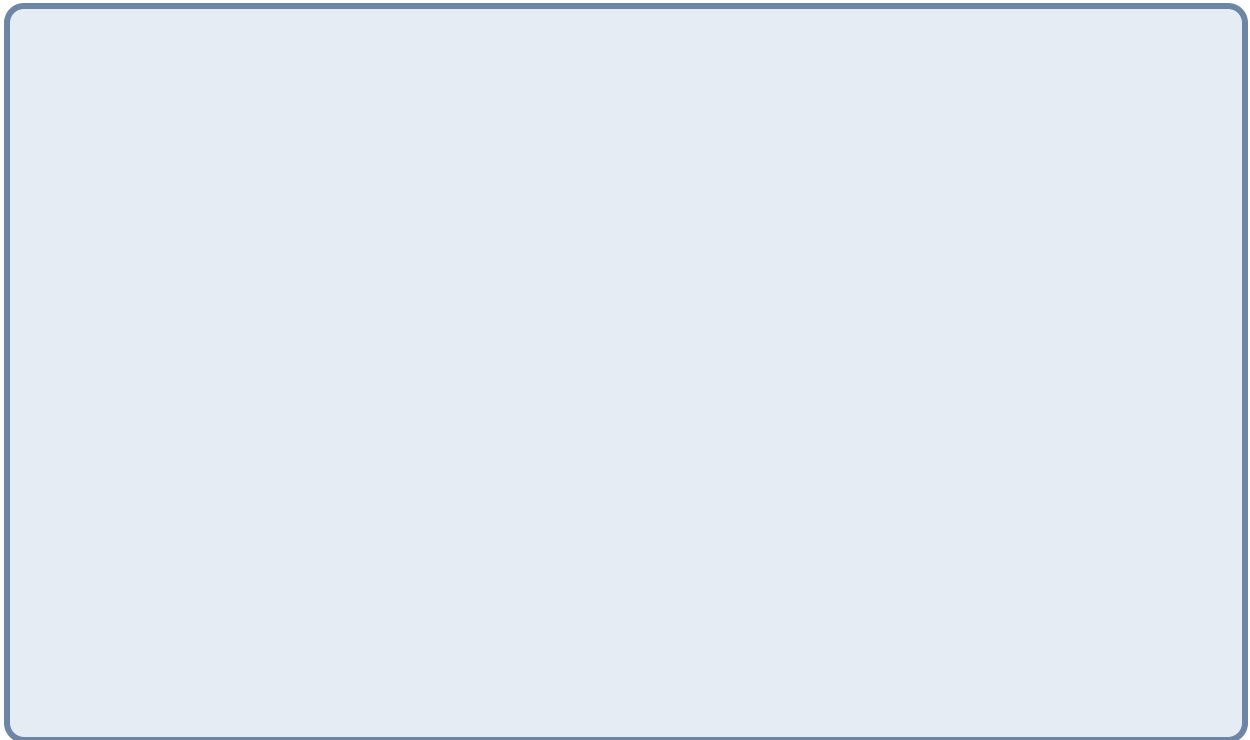
Choose, Justify, Draft, Revise, and Teach



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can look at my topic, my purpose, and my reader, then choose the kind of writing that fits the job.

TEKS 12(A)(i) - Official Standard

compose literary texts, including personal narratives, using genre characteristics

HOW I SAY THE STANDARD!

I can write a narrative that has the parts a story needs.

TEKS 12(A)(ii) - Official Standard

compose literary texts, including personal narratives, using craft

HOW I SAY THE STANDARD!

I can use writer's craft - like details and dialogue - to make my narrative better.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add a helpful idea to make a sentence clearer and stronger.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

These editing standards help me make my finished writing easier for a reader to understand.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs match.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean just one person, place, or thing.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, and things.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell the words I read and write often.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 1(E) - Official Standard

demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and retell, respond to, or ask about what I heard.

ELPS 2(E) - Official Standard

narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail each time.

ELPS 2(F) - Official Standard

restate, ask questions about, or respond to information during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can restate, question, or respond to what I hear.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use reading habits like Dot, Discover, Drop to get ready to understand a passage.

My Module 4 Learning Launchpad

Read what you can learn and decide how you will show up for the work.

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.

I WILL

- read the writing job and name the topic, purpose, and audience.
- select a genre and justify it with evidence.
- choose a planning HABIT, draft, revise, and edit independently.
- teach another writer how I made my decision.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 4 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

Essential Question

How do I get ready for any writing job on my own?

Keep this question in mind all module. You will answer it on the last page.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name topic, purpose, and audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose a genre and justify it with evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose a planning HABIT on my own	a lot / a little / new	a lot / a little / new	a lot / a little / new
Draft, revise, and edit a narrative	a lot / a little / new	a lot / a little / new	a lot / a little / new
Teach my decision chain to a partner	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

change

Say it: CHAYNJ

What it means: To make something different.

Try the frame: I ____ one sentence to make it clearer.

check

Say it: CHEK

What it means: To look closely to make sure.

Try the frame: I ____ my sentences during editing.

choose

Say it: CHOOZ

What it means: To pick one thing from a group.

Try the frame: I ____ the genre that fits the job.

decide

Say it: dih-SYD

What it means: To make up your mind.

Try the frame: First I ____ the purpose and audience.

draft

Say it: DRAFT

What it means: A first version of writing.

Try the frame: I use my plan to write my ____.

Tier 1 Vocabulary - Everyday Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

plan

Say it: PLAN

What it means: To decide the parts before drafting.

Try the frame: I ____ my route before I write.

proof

Say it: PROOF

What it means: Evidence that supports a choice.

Try the frame: My justification gives ____ for my genre.

reason

Say it: REE-zun

What it means: Why you think or do something.

Try the frame: My ____ for choosing narrative is ____.

teach

Say it: TEECH

What it means: To help someone understand.

Try the frame: I ____ my partner how I decided.

tool

Say it: TOOL

What it means: Something used to do a job.

Try the frame: I choose the right ____ for the writing job.

Tier 2 Vocabulary - Academic Writing Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

common noun

Say it: KOM-un NOWN

What it means: A general, not specific, naming word.

Try the frame: I checked each ____ in my draft.

effective

Say it: ih-FEK-tiv

What it means: Working well to do a job.

Try the frame: Narrative is the most ____ genre for this task.

high-frequency word

Say it: HY FREE-kwun-see WURD

What it means: A word used very often in reading and writing.

Try the frame: I spelled each ____ correctly.

justify

Say it: JUS-tuh-fy

What it means: To give reasons that support a choice.

Try the frame: I can ____ my genre with evidence.

reflection

Say it: rih-FLEK-shun

What it means: Careful thinking about what you learned.

Try the frame: My ____ names what I can do independently.

Tier 2 Vocabulary - Academic Writing Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

revise

Say it: rih-VYZ

What it means: To improve a draft by changing ideas or sentences.

Try the frame: I ____ by adding a useful idea.

select

Say it: sih-LEKT

What it means: To choose carefully from options.

Try the frame: I ____ narrative because the purpose is to develop an experience.

sentence structure

Say it: SEN-tuns STRUK-chur

What it means: The way words are put together in a sentence.

Try the frame: I improved my ____ by adding an idea.

singular noun

Say it: SING-gyuh-lur NOWN

What it means: A noun that names one person, place, or thing.

Try the frame: I used the correct ____ here.

subject-verb agreement

Say it: SUB-jekt VURB uh-GREE-munt

What it means: Matching the subject and verb in a sentence.

Try the frame: I checked my ____ during editing.

Tier 3 Vocabulary - Passage and Concept Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

ballot

Say it: BAL-ut

What it means: A paper used to cast a vote.

Try the frame: Each student placed a ____ in the box.

citizen

Say it: SIT-uh-zun

What it means: A member of a community who takes part in decisions.

Try the frame: A good ____ listens to others.

community

Say it: kuh-MYOO-nuh-tee

What it means: A group of people who live, learn, or work together.

Try the frame: A ____ makes decisions together.

compromise

Say it: KOM-pruh-myz

What it means: A solution where each side gives a little.

Try the frame: Lily's movement break was a ____.

decision

Say it: dih-SIZH-un

What it means: A choice a group or person makes.

Try the frame: The class made a group ____.

Tier 3 Vocabulary - Passage and Concept Words

Use the pronunciation guide, learn the meaning, then rehearse the complete oral frame.

democratic

Say it: dem-uh-KRAT-ik

What it means: Making decisions as a group, often by voting.

Try the frame: Voting is a ____ way to decide.

information

Say it: in-fer-MAY-shun

What it means: Facts used to make a good choice.

Try the frame: We gathered ____ before we voted.

perspective

Say it: per-SPEK-tiv

What it means: A person's way of seeing an issue.

Try the frame: Each classmate shared a ____.

respectful

Say it: ri-SPEKT-ful

What it means: Treating others with care.

Try the frame: The class listened in a ____ way.

solution

Say it: suh-LOO-shun

What it means: An answer to a problem.

Try the frame: There can be more than one ____.

The Genre Compass

The passage gives you content. The writing job gives you the direction.

TOPIC ›

PURPOSE ›

AUDIENCE ›

GENRE ›

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

One passage can support many written responses. "The Recess Question" is a story, but your response could be a narrative, an informative piece, an opinion, or a letter. Your writing job decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let a reader experience an event or discovery	tell, experience, moment	Brainstorm, Freewrite, or Map + TRAILS
Informative	explain or teach how something works	explain, teach, describe	Brainstorm or Map
Opinion / Argument	take a viewpoint and support it with reasons	think, best, should	Brainstorm or Map
Correspondence	write a message to a specific reader	letter, message, ask	Brainstorm

The Complete Writer Decision Chain

Say the decision aloud before you draft.

**READ THE TASK → NAME TOPIC → NAME PURPOSE → NAME AUDIENCE →
SELECT GENRE → CHOOSE PLAN → DRAFT → REVISE → EDIT → EXPLAIN**

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: tell, explain, support, or communicate.
3. Name the audience and what that audience needs.
4. Select the genre that best accomplishes the job.
5. Choose a planning HABIT that helps organize the thinking.
6. For narrative work, use TRAILS to develop the experience.

PLANNING CHOICES

Brainstorm	list many ideas quickly
Freewrite	write without stopping to uncover ideas
Map	organize ideas and show how they connect

ORAL REHEARSAL FRAME

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best genre is _____ because the job needs _____.

I will plan by _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each decision-chain pill while you say the frame aloud. Then record one decision at a time.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading Habit

Good readers notice new words, discover their meaning, and celebrate when they own them.

Step	What I Do
D - Dot	Place a small dot above a word that seems unfamiliar while I read.
O - Discover	Discover the meaning as I read, discuss, use context, or learn with my class.
T - Drop	Go back and erase the dot once I know the word well enough to use it.

BOARD TEXT TO REMEMBER

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

Before You Read

☐ Dot in passage ☐ List in margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If writing a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

TRAILS - Narrative Anatomy

When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS.

T - Topic or Experience	Name the experience your narrative will develop, such as Beth's recess decision.
R - Relationships	Who matters in this experience? Think about Beth, Lily, Ava, Max, and Mrs. Green.
A - Actions, Thoughts, and Dialogue	What actions, thoughts, or spoken words show the experience?
I - Important Moment	What moment changes Beth's thinking? Slow down at the ballot.
L - Lesson or Lasting Effect	What does Beth understand or carry away at the end?
S - Setting	Where and when does it happen? What can a reader see, hear, or feel?

A NARRATIVE IS AN EXPERIENCE - NOT A LIST

A strong narrative develops more than events. It shows the setting, the actions and thoughts, the important moment, and the lasting effect so the reader understands why the experience mattered.

Ready to Stretch? Take Your Thinking Further!

Choose one part of Beth's day you may write about. Which TRAILS part is easiest to picture right now? Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again near the end of this book.

How do I get ready for any writing job on my own?

My thinking level before we begin:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: A prepared writer begins by _____. To teach the decision, the writer _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

PASSAGE - The Recess Question - Part 1 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

You can read one part at a time, or reread a shorter section, before you read the whole passage.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[1] The bell rang.

[2] “Recess!” Beth shouted.

[3] Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.

[4] The sun felt warm on Beth’s face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another.

[5] “Push me higher!”

[6] “Catch me!”

[7] “Race you to the slide!”

[8] Beth smiled. Recess was one of her favorite parts of the school day.

[9] She ran toward the jump ropes where her friend Ava was waiting.

[10] “Want to jump?” Ava asked.

[11] “Of course!” Beth said.

[12] Ava and Beth began turning the rope together.

[13] “Ready?” Ava called.

[14] Their friend Max jumped into the middle.

[15] “One, two, three, four!”

[16] Max jumped higher each time the rope came around.

PASSAGE - The Recess Question - Part 2 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[17] Then Beth noticed someone sitting alone near the fence.

[18] It was Lily. She had joined their class only a few days earlier.

[19] Beth stopped turning the rope.

[20] “What’s wrong?” Ava asked.

[21] “I think Lily might need someone to play with,” Beth said.

[22] Beth walked over to her.

[23] “Do you want to jump rope with us?” Beth asked.

[24] Lily looked surprised.

[25] “Really?”

[26] “Really,” Beth said.

[27] Soon Lily was jumping while Beth and Ava turned the rope.

[28] Lily missed the rope on her first try.

[29] Then she missed again.

[30] On the third try, she made it over.

[31] Everyone cheered.

[32] “I did it!” Lily yelled.

[33] Beth laughed.

[34] For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.

PASSAGE - The Recess Question - Part 3 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[35] Then the whistle blew.

[36] Recess was over.

[37] “Awww!” several children groaned.

[38] As the class lined up, Max said, “Recess always feels too short.”

[39] “I think we should have a longer recess,” Ava said.

[40] Beth nodded. “Me too.”

[41] Their teacher, Mrs. Green, heard them.

[42] “Why do you think recess should be longer?” she asked.

[43] “Because we get to move,” Max said. “We sit a lot in class.”

[44] “And we get to play with our friends,” Ava added.

[45] Beth looked at Lily.

[46] “Sometimes recess gives us time to get to know someone new,” she said.

[47] Mrs. Green smiled.

[48] “Those are thoughtful reasons,” she said. “Recess can give children time to move, play games, talk with friends, and take a break from classroom work.”

[49] Max grinned.

[50] “So can we have recess all afternoon?”

[51] Mrs. Green laughed.

PASSAGE - The Recess Question - Part 4 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[52] “Not quite.”

[53] “Why not?” Max asked.

[54] “Because a school community has many needs,” Mrs. Green explained. “We need time to read, write, learn mathematics, study science and social studies, and do many other important things.”

[55] “So longer recess might mean less time for something else?” Beth asked.

[56] “That could happen,” Mrs. Green said.

[57] Beth thought about that as they walked back to the classroom.

[58] She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them.

[59] But now there was more to think about.

[60] When everyone was seated, Mrs. Green wrote a question on the board:

[61] Should our recess be longer?

[62] “People in a community do not always agree,” she explained. “Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully.”

[63] Mrs. Green drew three columns on the board.

[64] Longer Recess

[65] Keep Recess the Same

PASSAGE - The Recess Question - Part 5 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[66] Another Solution

[67] “We are not going to vote yet,” she said.

[68] Max raised his hand. “Why not?”

[69] “Because a good decision should not be based only on what we want,” Mrs. Green replied. “First, we need information. We should consider the advantages and disadvantages of each choice.”

[70] The class began making a list.

[71] Under Longer Recess, they wrote:

[72] - more time for physical activity

[73] - more time with friends

[74] - more opportunities to include someone new

[75] - a longer break from sitting and working

[76] - Under Keep Recess the Same, they wrote:

[77] - enough time for all school subjects

[78] - more classroom learning time

[79] - time for other activities during the school day

[80] Then Lily raised her hand.

[81] “What if we could have another short movement break instead of making recess a lot longer?”

[82] Mrs. Green smiled. “That is exactly why we have a third column.”

PASSAGE - The Recess Question - Part 6 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[83] Beth liked Lily's idea.

[84] Mrs. Green added it to Another Solution.

[85] "People have been making group decisions for a very long time," Mrs. Green continued. "Thousands of years ago, some citizens in ancient Greece gathered to discuss important questions and vote. Their ideas about citizens participating in decisions helped influence democratic governments that came much later."

[86] "So voting is really old?" Max asked.

[87] "The idea certainly is," Mrs. Green said. "Today, voting is still one way groups make decisions."

[88] Ava looked at the board.

[89] "Can we vote now?"

[90] "Almost," Mrs. Green said. "First, everyone gets a chance to explain a point of view. You may disagree with someone, but you must listen respectfully."

[91] Beth listened as her classmates spoke.

[92] Max still wanted longer recess.

[93] Ava agreed with him.

[94] One student thought recess should stay exactly the same.

[95] Lily explained her idea for an extra movement break.

[96] No one shouted. No one laughed at another person's answer. They asked questions and listened.

[97] Finally, Mrs. Green handed each student a small paper ballot.

PASSAGE - The Recess Question - Part 7 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[98] “Now you have heard several perspectives,” she said. “Choose the solution you believe would work best for our class.”

[99] Beth looked at the three choices.

[100] At first, she had been certain that longer recess was the only good answer.

[101] Now she was not so sure.

PASSAGE - The Recess Question - Part 8 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[102] She thought about running and jumping.

[103] She thought about Lily's smile.

[104] She thought about all the things they needed to learn during the school day.

[105] Then Beth made her choice.

[106] One by one, the students placed their ballots in a box.

PASSAGE - The Recess Question - Part 9 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[107] Mrs. Green did not announce the result immediately.

[108] “Whatever the class decides,” she said, “the most important thing is what we just practiced.”

[109] “What was that?” Max asked.

[110] “We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.”

PASSAGE - The Recess Question - Part 10 of 10

As you read: DOT unfamiliar words. Then TAP the TRACKS by marking evidence you notice.

[111] Beth looked out the window at the empty playground.

[112] The swings moved gently in the wind.

[113] Recess had started as something simple.

[114] Now it had become a question about choices, communities, and how people make decisions together.

[115] Beth smiled.

[116] She had a lot to think about.

Ready to Stretch? Take Your Thinking Further!

Which single piece of evidence could be reused in the greatest number of response genres? Defend your choice.

The Recess Question - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs. Verbally explain why each clue fits its TRACKS category.

TRACKS	Evidence I Found	Why It Fits
T ● - Time		
R ■ - Reactions		
A ▲ - Actions		
C ★ - Character, Concept, Creature		
K ♦ - Key Knowledge		
S ▼ - Scenery / Setting		

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer tell a story, teach a process, support a viewpoint, or write to a reader.

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame if you need it: This evidence could help a writer ____ because _____. Say it aloud first, then write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

One anchor, four possible jobs: a source passage does not choose your response genre. Your writing job does.

TODAY'S PURPOSE: I make the whole decision on my own and prove it with topic, purpose, and audience.

A. Develop Beth's experience as she listens to several perspectives and makes a decision.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

B. Explain the steps the class uses to make a respectful group decision.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

C. Write a respectful message to a school leader proposing a solution and explaining why it could help.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

STUDENT SUPPORT - Another Way to Show What You Know

Use the Genre Compass reference page. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

The PREPARE Decision: Topic → Purpose → Audience → Genre → Planning HABIT

Model With "The Recess Question"

Writing job: Develop Beth's experience as she listens to several perspectives and makes a decision.

Topic	Beth's changing understanding of the recess decision
Purpose	let a reader experience the moment her thinking changes
Audience	third-grade readers
Genre	narrative
Planning	freewrite to uncover thoughts, then TRAILS to shape the experience

Model a Near-Miss

Writing job: Explain the steps the class uses before voting.

"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."

Try the Chain

Writing job: Support the recess solution that would best balance movement and learning time.

Topic:

Purpose and audience:

Genre and planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

Use Partner Teach-Back: decide with notes, teach topic → purpose → audience → genre → planning HABIT to a partner, then teach it again from memory.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 2 - ATTEMPT

Genre Court: every genre must be defended with a writing-job reason.

THE GOAL IS NOT SPEED

Genre Court is not about proving that only one form of writing could ever mention the topic. It is about proving which genre does this exact job most effectively. Read the whole case. Name TOPIC, PURPOSE, and AUDIENCE. Choose the genre. Defend it before the point counts.

Group Roles

- Task Reader - reads the whole writing situation without emphasizing clue words.
- Genre Advocate - states the proposed genre and planning HABIT.
- Alternate Advocate - tests a plausible second genre.
- Evidence Judge - decides using topic, purpose, and audience, then names a useful planning HABIT.

How to Play

1. Cut the genre cards and the task cards on the cut pages that follow.
2. Place each task card in the genre it fits best.
3. Say your topic-purpose-audience reason before anyone checks.
4. After the group commits, flip the matched cards. Matching back codes mean the pair is correct.
5. If the codes do not match, fix the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Genre Court board on the next page. Write the case number in the genre box or draw a line to the genre. You still must give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Genre Court - Game Board

Place a case card in a genre box, or use this page as the no-cut pathway.

Narrative

Case card(s): _____

Reason: _____

Informative

Case card(s): _____

Reason: _____

Opinion / Argument

Case card(s): _____

Reason: _____

Correspondence

Case card(s): _____

Reason: _____

Before You Cut - Set Up Genre Court

The next pages are cut pages. Make your plan first so the pieces stay useful.

HOW TO USE THE PIECES

Cut on the dashed boundaries. Keep the pieces together. The pages behind the cut pages contain light self-checking codes.

My Setup Checklist

- ☐ I have scissors ☐ I know my group role
- ☐ I will match before I flip

FLIP & CHECK

Match first. Flip second. Fix it if you need to. The code on the back is only for checking after your group has made the thinking decision.

No-Cut Pathway

Use the game board on the page before this one. Write the case number in the genre box or draw a line to the genre. You still give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any case cards, predict which purpose verbs might signal Narrative, Informative, Opinion / Argument, or Correspondence.

CUT PAGE - Genre Cards

Cut on the dashed line. Match the route before checking.

Narrative

Informative

Opinion / Argument

Correspondence

Self-Check Backs - Genre Cards

Check the code after your group agrees.

B2

A1

D4

C3

CUT PAGE - Case Cards A

Cut on the dashed line. Match the case before checking.

CASE CARD 1

A school story collection needs the moment Lily moves from the new student on the edge of recess to a class member whose idea becomes one possible solution. Audience: students reading a school story collection.

CASE CARD 2

A younger class needs a clear explanation of how the class moves from a recess complaint to a respectful decision-making process. Audience: a younger class.

CASE CARD 3

Classmates and the teacher need one solution supported for balancing movement and classroom learning time. Audience: classmates and teacher.

Self-Check Backs - Case Cards A

Check the code after your group agrees.

A1

B2

C3

CUT PAGE - Case Cards B

Cut on the dashed line. Match the case before checking.

CASE CARD 4

The principal needs a respectful proposal describing one change that could support movement without removing needed learning time. Audience: principal.

CASE CARD 5

Third-grade readers need Beth's internal change developed, from "longer recess is the only good answer" to considering several perspectives. Audience: third-grade readers.

Self-Check Backs - Case Cards B

Check the code after your group agrees.

D4

A1

Genre Court - Record the Reason

A genre name without a topic-purpose-audience reason does not count.

Case	My Genre	Purpose + Audience Reason
1		
2		
3		
4		
5		

A Decision I Changed

I changed my genre from _____ to _____ because

Respectful Disagreement Frame

I see that genre.

I think _____ fits more strongly because the purpose or audience requires _____.

PLANNING TOOL ROUND

After each verdict, the judge also names a useful planning HABIT. You may disagree on brainstorm, freewrite, or map when your reasoning is sound; the genre verdict must stay tied to the task.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one writing job:

The passage is a _____, but the response should be _____ because the purpose is _____ for _____.

Focus 2 - Purpose and Audience Evidence

Choose one Genre Court case. Underline the purpose verb. Box the audience. Then explain how those clues support the genre decision. Remember: a strong justification sounds like evidence, not preference.

Focus 3 - Planning HABIT Fit

For your upcoming narrative, circle one: Brainstorm / Freewrite / Map. Explain how that tool will help you think.

STUDENT SUPPORT - Another Way to Show What You Know

Talk through the three discussion focuses with a partner before writing. Your written response still needs to show your own genre reasoning.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Narrative - First Thinking

Pause before you plan or draft. Capture the first version of the moment you will develop.

YOUR WRITING JOB

Develop a narrative for third-grade readers that lets them experience the moment Beth recognizes that a community problem can have more than one reasonable solution. Read the task, name the topic, purpose, and audience, select and justify the genre, choose a planning HABIT, draft with TRAILS, revise your sentence structure by adding an idea, and edit for the PREPARE conventions.

FIRST THINKING

The moment I will develop is when Beth

At first, Beth thought or decided

Then something changed her thinking:

Why this could matter to third-grade readers:

My thinking level before I plan:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: At first Beth _____. Then _____. After that, she _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE INDEPENDENTLY

Independent PREPARE Decision Record: make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

Develop a narrative for third-grade readers that lets them experience the moment Beth recognizes that a community problem can have more than one reasonable solution. Read the task, name the topic, purpose, and audience, select and justify the genre, choose a planning HABIT, draft with TRAILS, revise your sentence structure by adding an idea, and edit for the PREPARE conventions.

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Narrative

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This genre fits because _____.

My writing job in one sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Answer a word bank, complete one PREPARE line at a time, or say the Genre Compass and TRAILS choices aloud before recording them.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
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USE


Reflective
EXTEND

TRAILS Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience your narrative will develop, such as Beth's recess decision.

R - Relationships

Who matters in this experience? Think about Beth, Lily, Ava, Max, and Mrs. Green.

A - Actions, Thoughts, and Dialogue

What actions, thoughts, or spoken words show the experience?

I - Important Moment

What moment changes Beth's thinking? Slow down at the ballot.

L - Lesson or Lasting Effect

What does Beth understand or carry away at the end?

S - Setting

Where and when does it happen? What can a reader see, hear, or feel?

Narrative Draft - Page 1

Write for third-grade readers. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience the event.

[illegible]

Narrative Draft - Page 2

Continue the experience. Land on a lasting effect instead of simply stopping.

ENDING FOCUS

What changed in Beth's thinking? What does she carry away? Let the ending reveal the Lesson or Lasting Effect - that a community problem can have more than one reasonable solution.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and straight edges on the right and bottom. There is no handwriting or other markings on the paper.

Standards Application Check - REVISE

Give your handwriting room. Revise by adding an idea so the sentence says what you mean clearly.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure by adding ideas

HOW I SAY THE STANDARD!

I can add a helpful idea to make a sentence clearer and stronger.

Sentence 1

Original sentence 1:

Revised sentence 1 (add a useful idea):

Sentence 2

Original sentence 2:

Revised sentence 2 (add a useful idea):

STUDENT SUPPORT - Another Way to Show What You Know

Read each sentence aloud before and after you revise it. You may talk through the change with a partner, but the sentence stays your own.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Standards Application Check - My Editing Standards

Read the official standard first. Then say it in words that make sense to you.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs match.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean just one person, place, or thing.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, and things.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell the words I read and write often.

Standards Application Check - EDIT

Now use the editing standards on one sentence from your own draft.

Copy One Complete Simple Sentence

Write one complete simple sentence from your draft below. Use your natural handwriting size.

Check the Sentence

- ☐ Complete sentence ☐ Subject-verb agreement
☐ Singular noun ☐ Common noun
☐ High-frequency spelling ☐ Capitalization / punctuation

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

Read the sentence aloud or point to the subject, verb, and noun with a partner. You may use an approved word list for spelling. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Prove Your Growth

Reflection is stronger when you can point to evidence in your own work.

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside one sentence where you added a useful idea when you revised.
- Circle one detail you included because your audience needed it.

My Proof Statement

I think I am at the _____ Thinking Level because on page _____ I independently

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

Evaluate your draft: Which single detail does the most work for your reader? Defend why it is stronger than another detail you could remove.

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your plan or draft.

- Genre Decision Award - I selected a genre that clearly fits the purpose and audience.
- Planning Choice Award - I chose and justified a planning HABIT that helped organize my thinking.
- TRAILS Craft Award - I developed a narrative experience rather than listing events.
- Revision Growth Award - I added a useful idea to make a sentence clearer.
- Editing Accuracy Award - I checked agreement, nouns, and high-frequency spelling carefully.
- Independence Award - I completed the whole decision chain on my own.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose from the six awards above. Point to the proof before you write. If writing the explanation is difficult, say "I award this because..." and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 4 - TARGET the Next Decision

A useful target names exactly what you will do next time.

Choose One Target Area

- ☐ Reading the purpose precisely ☐ Naming the real audience ☐ Choosing a genre
☐ Choosing a planning HABIT ☐ Developing narrative craft ☐ Revising with purpose
☐ Editing accurately

Build a Specific Target

The part of PREPARE I can now do independently is

The part I will deliberately practice next is

because

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____.

Your target is specific because _____.

Ready to Stretch? Take Your Thinking Further!

Raise the target one level: instead of only doing the skill correctly, name how you could defend, evaluate, connect, or teach it next time.

Day 5 - EXPLAIN or Educate Others

Genre Expert Fair: teach the decision chain using your own plan and writing as evidence.

Genre Expert Fair - Author-Educator Card

My topic is _____.

My purpose is _____.

My audience is _____.

The genre is narrative because _____.

I planned by ____ because _____.

One TRAILS decision I made is _____.

One idea I added when I revised is

_____.

One convention I checked is _____.

If the purpose changed to explaining the process, the genre would change to

_____.

Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre.
- Complete: "I can tell your genre fits because ____."
- Ask: "The next thing I would like to hear you explain is ____."

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. You may use this card, but do not simply read every line. Your job is to explain.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the frame, explain how you matched genre, purpose, and audience for your writing job.

Fresh Recall + MY THINKING NOW

Close the reference pages first. Reconstruct the decision chain from memory.

Fresh Recall - Write the Chain

1.

2.

3.

4.

5.

MY THINKING NOW

How do I get ready for any writing job on my own?

WHAT CHANGED?

Circle or underline something in your second response that you could not have explained at the beginning. Then complete:

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

Use proof - not just feelings - to describe your learning.

I can now:

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

The page that proves it: _____ Thinking Level I reached: _____

Something I am proud of:

Something I will work on next:

Thinking Level	Next Instructional Move
Foundational / Emergent	I may need another example, model, or supported practice.
Visible	I need to explain my thinking more completely.
Independent	I am ready to use the skill independently.
Reflective	I am ready to stretch, defend, evaluate, connect, or teach.

Study the Models - Low and Medium

The goal is not to label a writer. Notice what the writing does and decide the next move.

THE PROMPT

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

Low Exemplar

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

What is already working? (It names the topic and the lasting idea.)

Which TRAILS parts are missing? (Setting, a thought, a developed important moment.)

Medium Exemplar

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 is one specific next move? (Slow the important moment with Beth's thoughts at the ballot; end by showing what stays with her.)

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on the reference page. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Study the Models - High Exemplar

Look for craft, setting, the important moment, and the lasting effect.

High Exemplar

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.

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

How does the ending show a lasting effect instead of just stopping?

The narrative was independently selected, justified, planned, drafted with all six TRAILS characteristics, and developed with craft. It meets the culminating expectation for the cluster.

Compare the Models

Use evidence to explain how a narrative grows from a list of events into a developed experience.

Feature	Low	Medium	High
Clear setting	☐	☐	☐
Dialogue / thoughts	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Sentence variety	☐	☐	☐
Audience-aware detail	☐	☐	☐

Move the Low Model Up One Level

Rewrite the Low exemplar by adding at least three TRAILS elements while keeping the same basic experience.

STUDENT SUPPORT - Another Way to Show What You Know

Choose three TRAILS parts first. You may write their labels - S, A, I - in the margin while you plan your revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Additional Writing - Alternate-Purpose Companion

Independent writers can explain how a different purpose would change the genre.

WRITING PROMPT

Keep the same passage and topic, but choose a different purpose and audience. Choose the new genre, make a quick planning artifact, and write only the opening. Then explain what changed because the writing job changed.

Success Criteria

- My companion keeps the same topic and passage.
- My new opening fits the new genre, purpose, and audience.
- My note explains what changed and what stayed.
- I revise one sentence and edit the PREPARE conventions.

My First Companion Decision

Topic that will stay the same:

New genre:

New purpose and audience:

STUDENT SUPPORT - Another Way to Show What You Know

Begin with what can stay - the topic and passage. Then use the Genre Compass to choose the new genre.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Companion Plan - What Stays and What Changes

Name the new job before you draft the new form.

Step	Planning Guide	My Thinking
1. What Stays	Name the topic and passage that stay the same.	
2. New Job	Name the new genre, purpose, and audience.	
3. What Changes	Name the form and details that change.	

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This new genre fits because

STUDENT SUPPORT - Another Way to Show What You Know

Say: I will keep _____. I will change _____ because my new purpose is _____ for _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

New-Genre Opening - Draft

Keep the topic, but change the form and details for the new job.

GENRE CHECK

Does this opening immediately sound and look like the new genre? Does it fit the new purpose and audience?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Companion Note - Explain the Decision

Name what stayed and what changed.

WHAT STAYED

The topic and passage I kept were

WHAT CHANGED

I changed the form and details by

WHY

These changes fit my new genre, purpose, and audience because

Revise, Edit, and Share

Revision improves meaning by adding an idea. Editing checks conventions.

REVISE

Read your opening aloud. Add one idea that improves a sentence, its clarity, or the development.

Before:

After:

EDIT

- ☐ Subject-verb agreement
 ☐ Singular nouns
 ☐ Common nouns
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

Teach a partner your complete decision chain, and explain which genre would fit if the purpose changed to explaining the decision-making process.

My partner noticed that this stayed:

My partner noticed that this changed:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner. The feedback must still name what stayed and what changed.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Writing - Proof of Transfer

Use proof to explain how you made a new genre from the same topic.

Proof of My Companion

I knew I made a new genre from the same topic because on page _____ I

READY TO STRETCH? - Full Second-Genre Opening

Choose a genre you have not used yet and make the change unmistakable.

THE CHALLENGE

Expand your alternate opening. Keep the topic, use the new genre's characteristics, and select only the details your new audience needs.

My genre is: _____ **My purpose is:** _____

My audience is: _____

Metacognitive Note

The topic stayed _____. I changed _____ because _____.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Check the Learning

Informal, low-stakes ways to SEE what you understand in this module.

Verbal - Gather / Reveal - Fist to Five

Hold up 0-5 fingers to show how sure you are that you can tell whether narrative fits a writing job's topic, purpose, and audience.

Visual / Physical - Attempt - Sort It

Sort detail cards under the six TRAILS elements and explain one placement aloud.

Written - Discuss / Use - One-Sentence Justification

Write one sentence that names the genre and the reason: "For this topic, purpose, and audience, narrative fits because ____."

Genre Pitch Relay (Auditory Engagement)

Listen to a whole writing job read once. In 20 seconds, prepare an oral pitch: "For this topic and audience, choose ____ because the purpose is to ____." Another team names the strongest piece of evidence in the pitch.

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 4.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 4 CLOSING IDEA

A prepared writer can read a writing job, name the topic, purpose, and audience, choose and justify the best genre, plan a route, draft with craft, revise, edit, and teach the decision to another writer. Independence is knowing which tool to choose and why.

PREPARE CLUSTER - COMPLETE

You are ready to carry the Genre Compass, planning HABITS, TRAILS, and evidence-based decisions into the writing clusters ahead.

Essential Question - Answered

You started Module 4 with an Essential Question. Now that you have finished the module - and the PREPARE cluster - answer it using what you learned.

OUR ESSENTIAL QUESTION

How do I get ready for any writing job on my own?

My Answer

I read the writing job, name the topic, purpose, and audience, and choose and justify the best genre. Then I plan a route, draft with craft, revise, and edit - and I can teach my choice to another writer. Independence is knowing which tool to choose and why.

STUDENT SUPPORT - Another Way to Show What You Know

Walk the whole path: I read the job, named the topic, purpose, and audience, chose and justified a ____, planned with a ____, drafted and polished my narrative, and I can teach my decision to another writer.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.