

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Prepare

Getting Ready to Write - Genre Decisions

TEACHER LESSON PLAN GUIDE

Grade 4 • Prepare

© The Writing Academy®, LLC
a subsidiary of Teach BIG®

All rights reserved. This teacher lesson plan guide is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

Table of Contents

FRONT MATTER

Statement of Purpose 5

Abstract 6

Standards at a Glance 7

MODULES

Module 1 — The Writer's Job Comes First Choosing a Response Genre 9

Module 2 — The Same Idea, Many Jobs — Purpose and Audience Change the Writing 69

Module 3 — Choose the Route and the Planning HABIT 133

Module 4 — Independent Genre Decision and Transfer 205

Statement of Purpose

The Prepare cluster sets up the Grade 4 writer before any single genre is taught. Its big skill is choosing the right kind of writing - the genre - for a topic, purpose, and audience before drafting. Students learn the Genre Compass: Topic to Purpose to Audience to Response Genre.

Using two reading passages built around the theme of dreaming and serving others, students discover that one source experience can support many different writing jobs, and that a writer decides which job fits before starting to write. Each week the writing stamina grows from Low to Very High.

Abstract

Module 1, The Writer's Job Comes First, establishes that the writer chooses the genre before drafting. Module 2, The Same Idea - Many Jobs, shows that one topic can be written about for different purposes and audiences.

Module 3, Choose the Route and the Planning, moves students into planning once the genre is set, and Module 4, Independent Genre Decision, has students make and justify the genre choice on their own. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Prepare. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
4.11A	Writing Process	M1, M2, M3, M4
4.11C	Revising	M1, M2, M3, M4
4.11D	Editing	M1, M2, M3, M4
4.12A	Writing Genre	M1, M2, M3, M4

TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

MODULE

1

**The Writer's Job Comes First
Choosing a Response Genre**

Week 1 • Low Stamina • Dream + Serve

Module 1: The Writer's Job Comes First — Choosing a Response Genre

Week 1 - Low Stamina - Dream + Serve

Prepared Writers Begin with a Decision

Teacher Script

"A writing task becomes clearer when the writer identifies the job before choosing the form."

Why This Module Matters

Students learn the Genre Compass: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE. They discover that one source experience can support many different writing jobs, and that the writer chooses the response genre from the topic, purpose, and audience before drafting. Students also learn to separate a source passage's reading genre from the genre of the writing they are asked to create. Personal narrative is introduced as the formal composition route, and TRAILS is used to develop an experience rather than a list of events.

Module Passage Set — Low Stamina

Two source passages, both fiction, anchor this module: "Dream" (a child at Dr. Martin Luther King Jr.'s march) and "Serve" (a granddaughter interviewing her grandfather about President John F. Kennedy's call to service). Both are used at the Low-Stamina level supplied for Module 1.

Module Independent Product

Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

Module Overarching Statement

Strong writers do not begin by guessing a format. They identify the topic, purpose, and audience, choose the response genre that fits the job, and then use the tools of that genre to plan and draft.

Module Essential Question

How does a writer move from a writing situation to a justified genre and an effective draft?

Module 1 — Family Communication

Purpose: Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of what their child is learning this week, a question they can ask at home, and one simple way to help.

This Week at a Glance

- The big skill: choosing the right kind of writing (the genre) for a topic, purpose, and audience before drafting.
- The two reading passages: "Dream" (a child at Dr. Martin Luther King Jr.'s march) and "Serve" (a family interview about President John F. Kennedy's call to serve).
- The writing your child will produce: a short personal narrative about a time someone's words or example changed what they thought or decided to do.

One Question to Ask at Home



Teacher Script

"Before you start writing, how do you decide what kind of writing to make?"

One Way to Help

Tell your child about a time someone's words or example changed your mind or your decision. Talking through a real experience helps your child plan a stronger narrative.

Family Letter

Dear Families,

This week your child is beginning our 4th-grade PREPARE unit, which teaches writers what to do before the first draft. The big idea is that a writer identifies the job first — the topic, the purpose, and the audience — and then chooses the response genre that fits that job.

We are reading two short passages: "Dream," about a child who stands beside Mama at Dr. Martin Luther King Jr.'s march, and "Serve," about a granddaughter interviewing her grandfather about President John F. Kennedy's call to serve. Your child will learn that one source can support many kinds of writing, and will write a personal narrative about a time someone's words or example changed a thought or decision.

Please try this at home: Ask your child, "Before you write, how do you decide what kind of writing to make?" Then share a quick story of a time someone's words changed your mind. Talking about a real experience is wonderful preparation for narrative writing.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza nuestra unidad PREPARE de cuarto grado, que enseña a los escritores qué hacer antes del primer borrador. La idea principal es que un escritor identifica primero el trabajo — el tema, el propósito y el público — y luego elige el género de respuesta que se ajusta a ese trabajo.

Leemos dos pasajes cortos: "Dream," sobre un niño que está junto a Mamá en la marcha del Dr. Martin Luther King Jr., y "Serve," sobre una nieta que entrevista a su abuelo acerca del llamado al servicio del presidente John F. Kennedy. Su hijo o hija aprenderá que una sola fuente puede apoyar muchos tipos de escritura, y escribirá una narración personal sobre una vez que las palabras o el ejemplo de alguien cambiaron un pensamiento o una decisión.

Por favor, intente esto en casa: Pregunte a su hijo o hija: "Antes de escribir, ¿cómo decides qué tipo de escritura vas a hacer?" Luego comparta una breve historia de una vez que las palabras de alguien le hicieron cambiar de opinión. Hablar de una experiencia real es una preparación maravillosa para la escritura narrativa.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 1 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is the difference between the topic you write about and the job your writing has to do?
- If you told the same true story to a friend and to a principal, what would you change?
- What are some different kinds of writing (genres) a writer can choose from?
- Tell me about a time someone's words or example changed your mind.

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - One Idea, Many Jobs

Pick one family memory. Talk about how you would tell it as a story, explain it as information, and turn it into a thank-you note. Notice how the purpose changes what you include.

Family Activity - Change of Mind

Share a short story about a time someone's words changed what you decided to do. Ask your child to name the moment your thinking changed.

Module 1 — Lesson Overview and Standards

Lesson Overview

Module 1 opens the 4th-grade PREPARE unit. Students learn the Genre Compass — TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE — and the Response Ecosystem of seven writing routes. Using the two Low-Stamina passages "Dream" and "Serve," students practice separating the source's reading genre from the response genre their writing job requires. Personal narrative is introduced as the formal composition route, developed with TRAILS. Students revise for sentence structure and edit for conventions, then teach their decision to a partner.

BIG Goal: Students will select and justify a response genre using the topic, purpose, and audience, then plan and draft a personal narrative using TRAILS.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 4 TEKS breakout — quoted verbatim, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)
11(A)(i)	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
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including singular nouns
11(D)(ix)	edit drafts using standard English conventions, including common nouns
11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students explicitly name topic, purpose, and audience and select a genre before completing a planning product.
- Students compose personal narrative writing using TRAILS, purposeful craft, varied sentence lengths and types, and audience-aware details.
- Students complete a sentence-structure revision on their own draft, not only in isolation.

- Students edit a student-written sentence for complete simple sentences with subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.
- Students explain purpose and audience choices aloud and in writing.

Module 1 — TEKS and ELPS (Prepare · from the Scope & Sequence)

These are the standards listed for Prepare in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

- (11)(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

Writing Genre

- (12)(A)(i) compose literary texts such as personal narratives and poetry using genre characteristics
- (12)(A)(ii) compose literary texts such as personal narratives and poetry using craft

Revising

- (11)(C)(i) revise drafts to improve sentence structure

Editing

- (11)(D)(i), (vii), (ix), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; singular and common nouns; and correct spelling of high-frequency words

ELPS — Prepare (from the Scope & Sequence)

Writing Process

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(F)(i)–(iii), (v)–(vii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(viii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience

Revising

- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Editing

- 4(B)(ii) write text following conventional spelling rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Language Domains

This module builds all four language domains as students choose a genre, plan, and draft. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In Listen and Label, students hear a complete writing job and identify the best response genre before writing.
Speaking	Students defend each Genre Signal Sort decision with a topic-purpose-audience reason and teach their decision chain to a partner.
Reading	Students read "Dream" and "Serve" to collect details that could support more than one writing job.
Writing	Students write a PREPARE header, a TRAILS plan, and a personal narrative, then revise a sentence and edit conventions.

Module 1 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can name the topic, purpose, and audience for a writing job.
- I can tell the source's reading genre apart from my response genre.
- I can plan and draft a personal narrative using TRAILS.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will identify the topic, purpose, and audience before I choose a genre.
- I will select a response genre and justify it with the writing job.
- I will develop an experience with TRAILS rather than list events.

Success Criteria

- I can name the topic, purpose, and audience for a writing job.
- I can choose the response genre that fits the job and explain why.
- I can tell the difference between the source's reading genre and my response genre.
- I can plan a personal narrative with TRAILS and draft it for classmates.
- I can revise one sentence for structure and edit for conventions.

Evidence That Will Demonstrate Mastery

- The Day 2 Genre Signal Sort recording sheet with topic-purpose-audience reasons.
- The Day 3 PREPARE header, TRAILS plan, and personal-narrative draft.
- The Day 5 Turn-and-Teach explanation of the decision chain.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read a passage aloud, reread it, and let students use the Genre Compass, Response Ecosystem, and TRAILS anchor charts. You may provide sentence frames and oral rehearsal. You may not name the genre for a student, decide the purpose or audience for them, or write their narrative. The student must still name the topic, purpose, and audience, select and justify the genre, plan with TRAILS, and draft independently.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the topic and the reading genre of a passage.	Supported. The teacher may reread part of the passage.	The student names the topic and says the passage is fiction.
Inferential	Choose the response genre from the purpose and audience.	Guided on Days 1 and 2, independent by Day 3.	The student selects a genre and justifies it with purpose and audience.
Evaluative	Plan and draft a personal narrative and revise for structure.	Partner discussion on Day 3, independent by Day 5.	The student develops an experience with TRAILS and improves a sentence.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The response genre must match the passage's genre.	The student answers "narrative" because both passages are stories.	Present non-narrative writing jobs from the same passage until the student separates reading genre from response genre.
A genre name is enough.	The student names a genre with no reason.	Require a topic-purpose-audience reason before the choice counts.
Narrative means listing what happened.	The student writes a list of events.	Use TRAILS to develop an experience with an important moment and lasting effect.
Revising and editing are the same.	The student fixes only spelling and calls it revised.	Revise sentence structure first for meaning; edit conventions last.

Educator Insight

Students may correctly name Narrative simply because both mentor texts are stories. Keep presenting non-narrative writing jobs from the same passages until students can separate the reading genre from the response genre. Require the words purpose and audience in oral reasoning.

Module 1 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a task and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or the writing job.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a genre choice and a draft.
Level 5	Blue	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.

Module 1: Choosing a Response Genre

Focus: the Genre Compass (topic, purpose, audience, genre) and TRAILS narrative.

Level	Student Thinking	HABIT / Task
Recall	Name the topic and the reading genre of a passage.	Identify: State the topic and say the source is fiction.
Skill	Match a writing job to the best response genre.	Categorize: Place a Genre Signal Sort card and defend it.
Strategic	Justify the genre with purpose and audience and plan with TRAILS.	Connect: Explain why the job requires the chosen genre.
Extended	Draft a personal narrative and revise a sentence for structure.	Analyze & Create: Develop an experience and improve it.

 Teacher Script

"Class, this week we think like prepared writers. We start with Recall, naming the topic and reading genre. Then Skill, matching a writing job to a genre. At the Strategic level, we justify the genre with purpose and audience and plan with TRAILS. Finally, at the Extended level, you draft and revise. This is how prepared writers work!"

Oral-Rehearsal Frame: The Genre Compass Connection **Teacher Script**

"Let's rehearse out loud. The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____, because the job requires _____. On the state writing assessment, you will choose and justify a response, so learning to name the writing job first will help you all year."

Module 1 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

“Before we begin, let’s preview the words prepared writers use to talk about the writing job and the response genre. We will use everyday words, academic writing words, and words from our passages.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
dream	a hope or wish for something better	My dream is ____.
help	to make things easier or better for someone	I can help by ____.
share	to give part of what you have to others	I share ____ with ____.
story	a telling of events, real or imagined	This story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
plan	to decide the steps before you begin	My plan is to ____.
change	to become different	The moment I changed was ____.
decide	to make up your mind	I decided to ____.
notice	to see or pay attention to something	I notice that ____.
choose	to pick on purpose	I choose ____ because ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
genre	a kind of writing, such as narrative, informative, or opinion	The best genre for this job is ____.
topic	what the writing is about	The topic is ____.
purpose	the job the writing must do (narrate, explain, justify, and more)	The purpose is to ____.
audience	the reader or readers the writing is for	The audience is ____.
narrative	writing that develops an experience through a character and events	This narrative develops the experience of ____.
brainstorm	a planning strategy that lists many ideas quickly	I brainstormed by ____.
freewrite	a planning strategy of writing without stopping to find ideas	I freewrote about ____.
map	a planning strategy that organizes ideas visually	I mapped my ideas by ____.
revise	to improve ideas, organization, or sentences	I revised ____.
edit	to correct conventions such as grammar, punctuation, and spelling	I edited ____.

Tier 3 Vocabulary — Passage and Concept Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
justice	JUS-tis	fairness and equal treatment for all people	Justice means ____.
service	SUR-vis	helping others and the community	Service means ____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, ____.
administration	ad-min-uh-STRAY-shun	the people who help a president lead the country	The administration worked on ____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is ____.
cooperation	koh-op-uh-RAY-shun	working together toward a goal	Cooperation means ____.
perspective	per-SPEK-tiv	the point of view of the person telling something	From this perspective, ____.
memorial	muh-MOR-ee-uhl	a monument that helps people remember a person or event	The Lincoln Memorial helps us remember ____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by ____.

Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 1 — Background Knowledge and Teacher Context

This module uses two fiction passages connected to real history. "Dream" places a nine-year-old beside Mama at Dr. Martin Luther King Jr.'s 1963 march near the Lincoln Memorial, where the child realizes the dream of fairness includes children. "Serve" shows a granddaughter interviewing her grandfather about President John F. Kennedy's 1961 inauguration, his call to serve, and the growth of the Peace Corps.

More Background for the Teacher

Both passages are written as fiction, though they draw on real people and events. That is important: the passages tell us how the source is written (reading genre), not how every response must be written (response genre). The module's core work is teaching students to make the genre decision from the writing job — the topic, purpose, and audience — rather than from the type of the source.

The Genre Compass names the decision chain: Topic to Purpose to Audience to Genre to Planning Strategy. The Response Ecosystem names seven routes a writer can choose: Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, and Research/Inquiry. Personal narrative is the formal composition route this module develops, using TRAILS to build an experience rather than a list of events.

Module 1 — Materials and Teacher Preparation

Anchor Charts to Create

- Genre Compass: Topic to Purpose to Audience to Genre
- The Response Ecosystem: seven response routes
- TRAILS Narrative Anatomy
- Planning Choices: Brainstorm, Freewrite, Map
- Revision vs. Editing: meaning and structure versus conventions

Materials

- Low-Stamina copies of "Dream" and "Serve"
- Response Genre cards: Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, Research
- Genre Compass anchor chart
- TRAILS anchor chart
- Topic/Purpose/Audience sorting cards
- Interactive notebooks, sticky notes, sentence strips, colored pencils
- Genre Signal Sort recording sheet

Quick Teacher Reference — This Module

- Reading source: "Dream" + "Serve" at the Low-Stamina level.
- Planning standard: genre selection for topic, purpose, and audience.
- Formal composition: personal narrative using genre characteristics and craft.
- Revision: improve sentence structure.
- Editing: complete simple sentences and subject-verb agreement; singular nouns; common nouns; high-frequency spelling.
- Auditory routine: Listen and Label.

Module 1 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the prepared-writer HABIT: the writing job comes before the form. Use one whenever the class changes activities, when energy dips, or right before a new writing task.

This Module's Routine: "Compass Point"

Teacher Script

"Tiny Time! I will read a short writing job. Point to a compass direction for the decision I name — up for TOPIC, right for PURPOSE, left for AUDIENCE, down for GENRE — then whisper the genre that fits."

How to run it:

- Signal the class and get all eyes on you.
- Read one short writing job (for example, "Explain service to a younger student.").
- Students point to each compass decision as you name it, then whisper the genre.
- Read two or three jobs in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the job each time so the Tiny Time stays fresh all week.

Module 1 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 1 — The Genre Compass, Response Ecosystem, and TRAILS

Teacher Script

“Watch how I think like a prepared writer. Before I draft, I decide what my writing needs to do. A source passage does not choose my response genre — my writing job does.”

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

The Response Ecosystem — Seven Routes

Route	Choose It When the Purpose Is To...
Narrative	let an audience experience an event or discovery
Informative	explain or teach information
Opinion	state and support a judgment
Argumentative	make a claim and defend it with reasons and evidence
Poetry	express an idea through poetic craft
Correspondence	communicate directly with a specific reader
Research / Inquiry	investigate a question using sources

The PREPARE Decision — Six Steps

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate.
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select a planning strategy that helps organize the thinking (brainstorm, freewrite, or map).
6. For formal narrative work, use TRAILS to develop the experience.

TRAILS — Narrative Anatomy

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

TRAILS Element	What It Develops
T — Topic or Experience	Names the experience the narrative will develop.
R — Relationships	The people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	The discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S — Setting	Where and when the experience happens, with details that make the place real.

Teacher Script

“A prepared writer makes two moves — first the genre decision, then the development. When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS instead of listing events.”

Module 1 — TRACKS: Reading the Passages for Evidence

Before students choose a genre and plan, they read "Dream" and "Serve" and TAP the TRACKS to find the six kinds of measurable evidence. This helps students collect details that could support more than one writing job.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. Marking the TRACKS helps us collect details we might reuse for different writing jobs."

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Dream (Dr. Martin Luther King Jr.)

[1] I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial.

[2] I was only nine years old, and I had never seen so many people gathered in one place.

[3] "Why did everyone come?" I asked Mama.

[4] "Because they want America to be fair for everyone," she said.

[5] The August sun felt hot on my face. My feet hurt, and I wished I had brought more water. Then Dr. Martin Luther King Jr. stepped forward to speak.

[6] The crowd became still.

[7] His voice was strong and steady. He talked about freedom. He talked about justice. Then he began speaking about his dream for the future.

[8] I looked up at Mama. Tears filled her eyes.

[9] "Why are you crying?" I whispered.

[10] "Because I want that dream for you," she answered.

[11] Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me.

[12] I imagined schools where every child was welcomed. I imagined neighborhoods where people were judged by their kindness instead of the color of their skin. I imagined growing up in a country that kept becoming better.

[13] When the speech ended, people cheered and hugged one another.

[14] On the way home, Mama asked what I would remember most.

[15] I thought for a moment.

[16] "That a dream can belong to everyone," I said.

[17] And somehow, I knew I would carry that dream with me.

Student Annotation Guide — Dream (Dr. Martin Luther King Jr.)

T — Time

only nine years old

R — Reactions

Tears filled her eyes; I want that dream for you; I knew I would carry that dream with me

A — Actions

they want America to be fair for everyone; He talked about freedom; I imagined schools where every child was welcomed

C — Character/Concept/Creature

Mama; Dr. Martin Luther King Jr.

K — Key Knowledge

It was about children like me; a dream can belong to everyone

S — Scenery/Setting

near the Lincoln Memorial; The August sun felt hot on my face

TRACKS EVIDENCE HIGHLIGHTING — Dream (Dr. Martin Luther King Jr.)

- [1] I held **Mama's** hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited **near the Lincoln Memorial**.
- [2] I was **only nine years old**, and I had never seen so many people gathered in one place.
- [3] “Why did everyone come?” I asked **Mama**.
- [4] “Because **they want America to be fair for everyone**,” she said.
- [5] **The August sun felt hot on my face**. My feet hurt, and I wished I had brought more water. Then **Dr. Martin Luther King Jr.** stepped forward to speak.
- [6] The crowd became still.
- [7] His voice was strong and steady. **He talked about freedom**. He talked about justice. Then he began speaking about his dream for the future.
- [8] I looked up at **Mama**. **Tears filled her eyes**.
- [9] “Why are you crying?” I whispered.
- [10] “Because **I want that dream for you**,” she answered.
- [11] Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. **It was about children like me**.
- [12] **I imagined schools where every child was welcomed**. I imagined neighborhoods where people were judged by their kindness instead of the color of their skin. I imagined growing up in a country that kept becoming better.
- [13] When the speech ended, people cheered and hugged one another.
- [14] On the way home, **Mama** asked what I would remember most.
- [15] I thought for a moment.
- [16] “That **a dream can belong to everyone**,” I said.
- [17] And somehow, **I knew I would carry that dream with me**.

PASSAGE 2 — Serve (President John F. Kennedy)

[1] “Tell me again about President Kennedy,” I said, turning on my recorder.

[2] Grandpa smiled. For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration.

[3] “Those were exciting days,” Grandpa began. “President Kennedy wanted Americans to think about something important: serving others.”

[4] Grandpa explained that before Kennedy's inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. Grandpa remembered conversations about responsibility, citizenship, and how one person could make a difference.

[5] “President Kennedy did not want people only asking what they could receive,” Grandpa said. “He wanted us to consider what we could give.”

[6] On January 20, Grandpa stood in the cold Washington air and watched Kennedy deliver his inaugural address. When the new president challenged Americans to serve their country, Grandpa heard the crowd respond.

[7] “What did you think?” I asked.

[8] “I thought those words could inspire action,” he answered.

[9] A few months later, Grandpa watched that idea grow through the Peace Corps. Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, and friends.

[10] “Was that part of the same idea?” I asked.

[11] “Absolutely,” Grandpa said. “Serving our country can also mean serving people.”

[12] I switched off my recorder.

[13] “So even kids can serve?”

[14] Grandpa smiled.

[15] “Especially kids. Service begins whenever you notice someone who needs help and decide to do something.”

[16] I wrote one final sentence in my notebook:

[17] A better world begins when we ask, What can I give?

Student Annotation Guide — Serve (President John F. Kennedy)

T — Time

inauguration in 1961

R — Reactions

those words could inspire action

A — Actions

discussed ideas that might become part of his speech; challenged Americans to serve their country; Young Americans volunteered to travel to other countries; notice someone who needs help and decide to do something

C — Character/Concept/Creature

President Kennedy; Grandpa

K — Key Knowledge

serving others; what we could give; Serving our country can also mean serving people; A better world begins when we ask, What can I give?

S — Scenery/Setting

the cold Washington air

TRACKS EVIDENCE HIGHLIGHTING — Serve (President John F. Kennedy)

- [1] “Tell me again about **President Kennedy**,” I said, turning on my recorder.
- [2] **Grandpa** smiled. For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration.
- [3] “Those were exciting days,” **Grandpa** began. “**President Kennedy** wanted Americans to think about something important: **serving others**.”
- [4] **Grandpa** explained that before Kennedy's inauguration in 1961, many people in the administration **discussed ideas that might become part of his speech**. **Grandpa** remembered conversations about responsibility, citizenship, and how one person could make a difference.
- [5] “**President Kennedy** did not want people only asking what they could receive,” **Grandpa** said. “He wanted us to consider **what we could give**.”
- [6] On January 20, **Grandpa** stood in the cold Washington air and watched Kennedy deliver his inaugural address. When the new president **challenged Americans to serve their country**, **Grandpa** heard the crowd respond.
- [7] “What did you think?” I asked.
- [8] “I thought those words could inspire action,” he answered.
- [9] A few months later, **Grandpa** watched that idea grow through the Peace Corps. **Young Americans volunteered to travel to other countries**, where they worked alongside communities as teachers, helpers, and friends.
- [10] “Was that part of the same idea?” I asked.
- [11] “Absolutely,” **Grandpa** said. “**Serving our country can also mean serving people**.”
- [12] I switched off my recorder.
- [13] “So even kids can serve?”
- [14] **Grandpa** smiled.
- [15] “Especially kids. Service begins whenever you **notice someone who needs help and decide to do something**.”
- [16] I wrote one final sentence in my notebook:
- [17] **A better world begins when we ask, What can I give?**

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
TEKS 12(A)(i)	compose literary texts using genre characteristics
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 1 Purpose

Students distinguish the reading source from the writing job and learn the Genre Compass.

★ Daily Deck Slide (M1-04 - Genre Compass + Response Ecosystem)

Write on the board: TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

G — Gather: Fast Response Contrast

🔊 Teacher Script

"Today we are learning what strong writers do before the first draft begins. A source passage does not choose your response genre for you. Your writing job does. We will use the same two passages to practice more than one response route, and every time you choose a route, you will prove it with the topic, purpose, and audience."

Read each direction and have students name the route:

- "Tell the story of a moment when the child in 'Dream' begins to understand Dr. King's idea." (Expected route: Narrative)
- "Explain the meaning of service shown in 'Serve.'" (Expected route: Informative)
- "State and support a judgment about a helpful action students can take." (Expected route: Opinion)

R — Reveal: The PREPARE Decision

Reveal the chain one arrow at a time and have students rehearse the words before writing.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select a planning strategy (brainstorm, freewrite, map).
6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using "Dream"

Writing direction: Write a personal narrative for classmates about a time another person's words caused you to see a responsibility differently.

Teacher Script

"Topic = a true experience. Purpose = narrate and reflect. Audience = classmates. Genre = personal narrative. Planning = freewrite to uncover thoughts, then TRAILS to shape the experience."

Teacher Model Using "Serve"

Writing direction: Explain the idea of service to a younger student using clear examples.

Teacher Script

"Topic = service. Purpose = explain. Audience = a younger student. Genre = informative. Planning = map the main idea and examples."

Day 1 Closing

Partner completion: "The response genre comes from the writing job because ____."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
ELPS 4(D)(iii)	write content-area texts using a variety of transition words

Day 2 Purpose

Students attempt the module decision through the collaborative game Genre Signal Sort. The goal is not speed alone; every placement must be defended with a writing-job reason.

★ Daily Deck Slide (M1-05 - Genre Signal Sort)

Write on the board: Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Choose or confirm the planning route. Defend the decision before earning the point.

Group Roles

- Reader — reads the whole writing situation without emphasizing clue words.
- Decision Maker — states the proposed genre and strategy.
- Evidence Speaker — proves the choice using topic, purpose, and audience.
- Checker — compares the decision with the Response Ecosystem and invites a respectful challenge.



Task Card #1

Use "Dream" to write a true-to-life story about a child who carries an important idea into school.

- Best route: Narrative. Reason: A story job requires an experience, character actions and thoughts, an important moment, and a lasting effect.



Task Card #2

Use "Serve" to teach a class what the Peace Corps represents in the passage.
 - Best route: Informative. Reason: The purpose is to explain or teach information.

**Task Card #3**

Use both passages to state and support which small student action would strengthen a school community most.
 - Best route: Opinion. Reason: The writer makes a judgment and supports it.

**Task Card #1**

Write a message welcoming a new student and offering one specific kind of help.
 - Best route: Correspondence. Reason: The audience is one specific person and the purpose is direct communication.

**Task Card #2**

Turn the feeling of carrying a dream forward into a short poem.
 - Best route: Poetry. Reason: The purpose is expressive and poetic craft is appropriate.

**Task Card #3**

Investigate how a major public speech can influence later civic action.
 - Best route: Research / Inquiry. Reason: The task requires questions, sources, and synthesis.

**Teacher Script****Teacher Script**

"An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point. Use respectful disagreement language: 'I see that route. I think ___ fits more strongly because the purpose or audience requires ___.'"

Optional Challenge — Two Defensible Routes

Use a task that could reasonably be written in two genres. Students earn an additional point only when they explain how the purpose would need to shift for the second genre to become the stronger choice.

Day 2 Closing

Students record one decision they changed: "I changed my route from ___ to ___ because ___."

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(i)	compose literary texts using genre characteristics
TEKS 12(A)(ii)	compose literary texts using craft
TEKS 11(C)(i)	revise drafts to improve sentence structure
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 3 Purpose

Students make the reasoning from Day 2 visible, resolve misconceptions, and then use the preparation process independently in a formal personal-narrative task.

D — Discuss the Decision

Choose at least one disputed Day 2 card. Do not simply announce the key; require students to reconstruct the decision.

Discussion Focus 1 — Source Genre versus Response Genre

Teacher Script

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. Use this sentence to make your reasoning visible: "The passage is ___, but the response should be ___ because the writing purpose is ___ for ___." A strong writer can use one source to accomplish several writing jobs."

Discussion Focus 2 — Purpose and Audience Evidence

Students select one game card, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision.

Discussion Focus 3 — Planning Strategy Fit

Students compare brainstorming, freewriting, and mapping. Accept more than one strategy when the student can explain how the tool supports the thinking the task requires.

U — Use Independently: Personal Narrative

Independent Writing Assignment

Prompt: Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

Required PREPARE Header on Student Work

- Topic: _____
- Purpose: _____
- Audience: _____
- Genre: Personal Narrative
- Planning Strategy: Brainstorm / Freewrite / Map
- Justification: This route fits because _____.

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience the narrative will develop.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	Name the discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	State what the writer understands, feels, or carries away.
S — Setting	Name where and when the experience happens and the details that make the place real.

Teacher Conferring Cues

- State the writing job in one sentence.
- Point to the part of your plan that will become the important moment.
- Explain why your planning strategy fits this experience.
- Name one detail your audience needs and one detail it does not need.
- Show where your ending reveals the lasting effect rather than simply stopping.

Standards Application Check

Choose two sentences from your draft and revise them to improve sentence structure. Then check one complete simple sentence for subject-verb agreement, check singular and common nouns in context, and correct high-frequency spelling.

Teacher Model:

- Original: I heard the words. I changed my mind. I helped.
- Revision: After I heard the words, I changed my mind and decided to help.



Teacher Script

"Revision changed the structure to show the relationship among the actions. Editing then checks agreement, nouns, and spelling without replacing the meaning."

Day 3 Closing

Students underline one sentence that shows the important moment and star one sentence whose structure they intentionally revised.

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i)	revise drafts to improve sentence structure
TEKS 11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Day 4 Purpose

Students identify evidence that the preparation process improved their writing and then select a specific target for the next writing decision.

A — Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Complete: "I award myself for ___ because my work shows ___." Then name the reader benefit the decision created.

PREPARE Awards

- Genre Match Award — I selected a genre that clearly fits the purpose and audience.
- Audience Lens Award — I chose details, style, or register with my audience in mind.
- Planning Route Award — I selected a planning strategy that helped organize my thinking.
- TRAILS Builder Award — I developed a narrative experience rather than listing events.
- Sentence Architect Award — I revised sentence structure to make meaning clearer.
- Convention Checker Award — I edited agreement, nouns, and high-frequency spelling carefully.

Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, 'My writing is good.' Name the decision, point to the evidence, and explain the benefit. Use this frame: 'I award myself the ___ Award because I ___. This helped my reader ___.'"

T — Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

Target Stems

- My next writing goal is to ___ because ___.
- A decision I still need to practice is ___.
- A curiosity I want to explore is ___.
- A stress point in my preparation was ___, so next time I will ___.
- I will know I improved when ___.

Helpful Target Examples: "I will name the audience before I choose the genre." / "I will stop using the passage type as my reason for the response genre."

Day 4 Closing

Partner response frame: "I heard evidence of your growth when you said ___. Your target is specific because ___."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(ii)	compose literary texts using craft
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Day 5 Purpose

Students use their own plan and writing to teach another learner how a writer moves from a writing situation to a justified genre and an effective draft.

Turn and Teach the Genre Match

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision. Teach without reading every sentence from your notes.

Author-Educator Card

- My topic is ____.
- My purpose is ____.
- My audience is ____.
- The formal genre is personal narrative because ____.
- I planned by ____ because ____.
- One TRAILS decision I made is ____.
- One sentence I revised is ____.
- One convention I checked is ____.
- One idea I could transfer to another genre is ____.

Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre.
- Ask the author to clarify one decision: "Explain the reason you chose ____."
- Give evidence-based feedback rather than a general compliment.

Fresh Recall

Students close notebooks and orally reconstruct the complete preparation chain from memory. Partners then check the sequence against the anchor chart.

Day 5 Closing

Complete aloud: "Preparation makes my writing stronger because ____."

Module 1 — Low, Medium, and High Exemplars

Prompt: Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

Low Exemplar

- Student Response: "My friend told me to be nice. So I was nice. It was good. The end."
- What Is Working: The student names a moment when someone's words mattered.
- Teacher Notes: This lists events instead of developing an experience. There is no setting, no important moment shown, and no lasting effect explained.
- What Needs Improvement: Use TRAILS to add a setting, the actions and thoughts of the moment, the exact moment the thinking changed, and what the writer carried away.

Medium Exemplar

- Student Response: "In art class, I wanted to quit my drawing because it looked wrong. My partner said, 'Mistakes can become part of the picture.' I looked at my paper again. I turned the smudge into a shadow. I decided to keep going. Now I try again before I give up."
- What Is Working: There is a setting, a line of dialogue, an important moment (deciding to keep going), and a lasting effect. The response develops an experience.
- Teacher Notes: The narrative works, but some sentences are short and similar in structure, and the ending could show the lasting effect more vividly.
- What Needs Improvement: Revise two sentences for varied structure, and end with a sentence that shows, rather than states, the lasting effect.

High Exemplar

- Student Response: "The gym was loud, but I felt alone at the free-throw line. My hands were shaking, and I almost walked away. Then my coach knelt beside me and said quietly, 'You don't have to be perfect - you just have to try.' Something shifted. I took a slow breath, bent my knees, and let the ball go. It rolled around the rim and dropped through. I did not score every time after that, but I stopped being afraid to try. Now, when a task feels too big, I hear my coach's words and take the first shot anyway."
- What Is Working: A vivid setting, precise actions and dialogue, a clear important moment ("Something shifted"), and a lasting effect shown through a new habit. Sentence structure is varied, and the writing is aimed at classmates who need to feel the moment.
- Teacher Notes: The narrative develops an experience with craft rather than listing events - exactly what TRAILS and the personal-narrative genre ask for.

Module 1 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can select and justify a response genre and plan and draft a personal narrative using TRAILS.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two passages, Genre Compass and TRAILS anchor charts, Genre Signal Sort cards, and student notebooks.
Related TEKS Breakout	11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience; 12(A)(i) compose literary texts using genre characteristics
Task	Students perform a formative check in Genre Signal Sort and an independent task by drafting a personal narrative.
Expected Response	Students choose a genre and justify it with topic, purpose, and audience, then develop an experience with TRAILS.

Informal Assessment

During the lesson, observe the Genre Signal Sort. Listen for topic-purpose-audience reasons and note whether students separate the source's reading genre from the response genre.

Formative Assessment

The Day 3 personal narrative serves as the formative check. Students complete the PREPARE header, plan with TRAILS, draft for classmates, and revise one sentence for structure.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Genre Justification	Must name topic, purpose, and audience and justify the genre.
TRAILS Development	Must develop an experience with an important moment and lasting effect.
Sentence Revision	Must revise at least one sentence for structure.
Editing	Must check agreement, nouns, and high-frequency spelling.

Card	Best Route	Reason
Story about a child carrying an idea into school	Narrative	The job requires an experience with an important moment.
Teach what the Peace Corps represents	Informative	The purpose is to explain or teach.
Which small action strengthens a school most	Opinion	The writer makes and supports a judgment.
Welcome a new student and offer help	Correspondence	One specific reader; direct communication.
Turn carrying a dream into a poem	Poetry	Expressive purpose; poetic craft fits.
How a speech influences later civic action	Research / Inquiry	Requires questions, sources, and synthesis.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0-5 fingers to show how sure they are they can name topic, purpose, and audience for a writing job.
- Visual/Physical — Attempt — Genre Signal Sort: As you read a writing job aloud, students hold up the response-genre card and defend it with a purpose-audience reason.
- Written — Discuss/Use — One-Sentence Justification: Students write one sentence completing "This route fits because ____" for a chosen writing job.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion and topic-purpose-audience reasons.
- Look — observe a sort, a signal, or a PREPARE header.
- Collect — have students produce a TRAILS plan or a narrative draft you can examine.

Intervention — Module 1

Use a three-card mini-sort with only Narrative, Informative, and Correspondence. Read one writing direction at a time. The student points to the purpose and audience words before selecting a genre. Oral rehearsal is accepted before writing the justification.

Intervention Recheck

Give one new writing direction with the same decision structure. Mastery evidence is an independently selected route plus a topic-purpose-audience justification, not memorization of the previous answer.

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name topic, purpose, and audience.	Students name all three for a writing job.	Students jump straight to a genre.	Slow the decision: name topic, then purpose, then audience, then genre.
Ask why a genre fits.	Students justify with purpose and audience.	Students say "because it's a story."	Ask what the writing job requires, not what the source is.
Ask students to develop, not list.	Students add an important moment and lasting effect.	Students list events.	Point to the TRAILS "I" and "L" and model developing the moment.

Student Support Quick Reference

If a student...	Support to Provide
Chooses a genre with no reason	Require the frame "This route fits because the purpose is ___ for ___."
Copies the source's genre	Give a non-narrative writing job from the same passage.
Lists events instead of an experience	Use the TRAILS planner and model the important moment.
Masters quickly	Route to Module 1 enrichment (three genres from one idea).

Enrichment — Module 1

Give one idea from "Dream" or "Serve" and require three different writing directions for three different genres. Students explain exactly which word in the purpose or audience makes each genre appropriate. Challenge: for one of the three, students write the first two sentences in the chosen genre and explain how the style or register changed to fit the audience.

Module 1 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Choose one idea from "Dream" or "Serve" and write for a NEW purpose and audience of your choice. First complete the PREPARE header (topic, purpose, audience, genre, planning strategy, justification), then draft your response.

Connection to This Module

This week you learned the Genre Compass and used TRAILS for personal narrative. Now prove you can move from a writing job to a justified genre for a purpose and audience you choose.

Planning Support

1. Name the topic in a short phrase.
2. Choose a purpose verb (narrate, explain, justify, request, reflect, investigate).
3. Name your audience and what they need.
4. Choose the response genre that fits, and a planning strategy.

Step	Planning Guide
Step 1: The Job	Name topic, purpose, and audience.
Step 2: The Genre	Choose the route from the Response Ecosystem and justify it.
Step 3: The Plan	Choose brainstorm, freewrite, or map and organize your thinking.

Drafting Space

Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- My genre choice is justified by the purpose and audience.
- My draft fits the genre I chose.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your draft aloud. Revise one sentence to improve its structure for your reader.

Edit

Check subject-verb agreement, singular and common nouns, and high-frequency spelling.

Share

Read your writing to a partner. Your partner names your purpose and audience and one choice that fits the genre.

Module 1 — Auditory Engagement (Active Participation)

Approach: Listen and Label.

Purpose: Students hear a writing job, wait until the complete direction has been read, then label the best response genre and defend the choice aloud.

Listening Target: Listen for the purpose and audience clues that reveal the writing job.

Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads	Expected Response
"Write about how the child in 'Dream' changes during the experience so classmates can feel the moment."	Narrative
"Explain the idea of service from 'Serve' to students who have not read the passage."	Informative
"State and support a judgment about the most important small action a student can take after reading both passages."	Opinion
"Write a message to a new classmate that welcomes the student and offers help."	Correspondence

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

|| Pause Point — Before Choosing a Genre

Stop and think: What is the writing job? Name the topic, the purpose, and the audience before you name a genre.

|| Pause Point — Source Genre versus Response Genre

Stop and think: The passage is fiction, but that is how the source is written. My response genre comes from my writing job, not from the source.

|| Pause Point — Before You Draft

Stop and think: If my genre is personal narrative, what is the important moment, and what will my reader carry away? Plan the experience with TRAILS before you fill the page.

|| Pause Point — Revise Before You Edit

Stop and think: Revising improves the structure and meaning of a sentence. Editing checks conventions. Fix the structure first, then check agreement, nouns, and spelling.

Module 1 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you prepare and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Name the topic, purpose, and audience for a writing job.			
Choose a response genre and justify it.			
Tell the source's reading genre apart from my response genre.			
Plan a personal narrative with TRAILS.			
Revise one sentence for structure and edit conventions.			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"This week you learned what prepared writers do before the first draft. You named the topic, purpose, and audience, chose a response genre and justified it, kept the source's genre separate from your response genre, and developed a personal narrative with TRAILS. Preparation is not extra work - it is what makes the draft stronger."

Module Overarching Statement — Synthesis

Strong writers do not begin by guessing a format. They identify the topic, purpose, and audience, choose the response genre that fits the job, and then use the tools of that genre to plan and draft.

Module Essential Question - Answered

How does a writer move from a writing situation to a justified genre and an effective draft? By naming the writing job first - topic, purpose, and audience - selecting the response genre that fits, choosing a planning strategy, and developing the response with the tools of that genre (TRAILS for narrative).

Teacher Reflection - Module 1

Which students can name topic, purpose, and audience before choosing a genre?

Which students still choose a genre based on the source's type?

Which students developed an experience with TRAILS rather than listing events?

Who is ready for Module 2, where purpose and audience change the writing?

Teacher Notes

M O D U L E

2

**The Same Idea, Many Jobs —
Purpose and Audience
Change the Writing**

Week 2 • Medium Stamina • Dream + Serve

Module 2: The Same Idea, Many Jobs — Purpose and Audience Change the Writing

Week 2 - Medium Stamina - Dream + Serve

The Reader Shapes the Writing

Teacher Script

"The same idea can become several kinds of writing because a writer's purpose and audience change what the writing needs to do."

Why This Module Matters

Students move beyond naming genres and learn to match the response to a real audience. Using the richer Medium-Stamina versions of "Dream" and "Serve," they transform one source idea into different writing jobs, then study why a personal narrative needs scene, action, dialogue, reflection, and audience-aware craft. The formal independent product is a developed personal narrative.

Module Passage Set — Medium Stamina

The same two fiction passages return longer and richer: "Dream" (522 words) and "Serve" (541 words). The added dialogue, reflection, setting, and specific details give students more to work with when they choose and shape a response.

Module Independent Product

Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

Module Overarching Statement

Writers adjust genre, details, craft, style, register, and conventions when the purpose or audience changes.

Module Essential Question

How do purpose and audience change what a writer includes and how the writing sounds?

Module 2 — Family Communication

Purpose: Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of what their child is learning this week, a question they can ask at home, and one simple way to help.

This Week at a Glance

- The big skill: choosing details, style, and register to fit the purpose and the audience — not just naming a genre.
- The two reading passages return in longer versions: "Dream" and "Serve."
- The writing your child will produce: a personal narrative about a time they chose to include, help, encourage, or serve someone.

One Question to Ask at Home

Teacher Script

"How would you tell the same story differently to a friend than to a principal?"

One Way to Help

Ask your child to retell a small experience twice — once for a younger child and once for a grown-up. Notice together how the details and the way it sounds change for each listener.

Family Letter

Dear Families,

This week your child continues our 4th-grade PREPARE unit. The focus is that purpose and audience change the writing — the same idea can become different kinds of writing depending on the job and the reader. We are reading the longer versions of "Dream" and "Serve," and your child will write a personal narrative about a time they chose to include, help, encourage, or serve another person.

Please try this at home: Ask your child to tell you a small experience two ways — once for a friend and once for a grown-up like a principal. Then talk about what changed: the details, the level of formality, and how it sounded. That is exactly the audience-aware thinking we practice this week.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija continúa nuestra unidad PREPARE de cuarto grado. El enfoque es que el propósito y el público cambian la escritura: la misma idea puede convertirse en distintos tipos de escritura según el trabajo y el lector. Leemos las versiones más largas de "Dream" y "Serve," y su hijo o hija escribirá una narración personal sobre una vez que eligió incluir, ayudar, animar o servir a otra persona.

Por favor, intente esto en casa: Pídale a su hijo o hija que le cuente una pequeña experiencia de dos maneras: una para un amigo y otra para una persona adulta como un director. Luego hablen sobre lo que cambió: los detalles, el nivel de formalidad y cómo sonaba. Ese es exactamente el pensamiento consciente del público que practicamos esta semana.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 2 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- How would you tell the same story to a friend and to a principal? What changes?
- What details does a reader need if they were not there with you?
- When is it better to write a note to one person instead of a story for a class?
- Tell me about a time you chose to include or help someone.

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - Two Listeners

Pick one small memory. Tell it once for a younger child and once for a grown-up. Talk about how the words and details changed for each listener.

Family Activity - The Helping Moment

Share a time someone in the family chose to include or help another person. Name the exact moment that mattered most.

Module 2 — Lesson Overview and Standards

Lesson Overview

Module 2 deepens the 4th-grade PREPARE unit. Students learn that purpose and audience shape genre, details, style, register, and narrative craft. Using the Medium-Stamina "Dream" and "Serve," they transform one source idea into several writing jobs, then develop a personal narrative with audience-aware scene, dialogue, and reflection. Students revise for sentence structure and edit for conventions.

BIG Goal: Students will match a response to a real audience and develop a personal narrative whose details, craft, and register fit the purpose and reader.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 4 TEKS breakout — quoted verbatim, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)
11(A)(i)	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
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including singular nouns
11(D)(ix)	edit drafts using standard English conventions, including common nouns
11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students explicitly name topic, purpose, and audience and select a genre before completing a planning product.
- Students compose personal narrative writing using TRAILS, purposeful craft, varied sentence lengths and types, and audience-aware details.
- Students complete a sentence-structure revision on their own draft, not only in isolation.

- Students edit a student-written sentence for complete simple sentences with subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.
- Students explain purpose and audience choices aloud and in writing, using appropriate content, style, register, and conventions.

Module 2 — TEKS and ELPS (Prepare · from the Scope & Sequence)

These are the standards listed for Prepare in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

- (11)(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

Writing Genre

- (12)(A)(i) compose literary texts such as personal narratives and poetry using genre characteristics
- (12)(A)(ii) compose literary texts such as personal narratives and poetry using craft

Revising

- (11)(C)(i) revise drafts to improve sentence structure

Editing

- (11)(D)(i), (vii), (ix), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; singular and common nouns; and correct spelling of high-frequency words

ELPS — Prepare (from the Scope & Sequence)

Writing Process

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(F)(i)–(iii), (v)–(vii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(viii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience

Revising

- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Editing

- 4(B)(ii) write text following conventional spelling rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Language Domains

This module builds all four language domains as students match a response to an audience and develop a narrative. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In Listen for the Relationship, students hear how a detail, style, or register fits one audience better than another.
Speaking	Students defend each Same Topic, Different Job decision with a purpose-audience reason and teach their choices and craft to a partner.
Reading	Students read the Medium versions of "Dream" and "Serve" to find details that work differently across writing jobs.
Writing	Students write an audience-aware personal narrative with scene, dialogue, and reflection, then revise and edit.

Module 2 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can adjust details, style, and register to fit my audience.
- I can develop an important moment with actions, thoughts, dialogue, and reflection.
- I can revise a sentence for structure and edit for conventions.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will name what my audience knows, needs, and expects before I draft.
- I will choose details and craft on purpose for my reader.
- I will develop an experience with TRAILS rather than list events.

Success Criteria

- I can name topic, purpose, and audience and justify my genre.
- I can explain how my details or register changed for my audience.
- I can develop the important moment so my reader can feel it.
- I can revise one sentence for structure and edit conventions.

Evidence That Will Demonstrate Mastery

- The Day 2 Same Topic, Different Job recording sheet.
- The Day 3 audience-aware personal narrative with a TRAILS plan.
- The Day 5 Teach the Choice and the Craft explanation.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

You may read a passage aloud, reread it, and let students use the Genre Compass, Audience Lens, and TRAILS anchor charts. You may provide sentence frames and oral rehearsal. You may not name the genre or audience decisions for a student or write their narrative. The student must still name topic, purpose, and audience, choose details and register for the reader, plan with TRAILS, and draft independently.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the topic and the audience for a writing job.	Supported. The teacher may reread part of the passage.	The student names the topic and the intended reader.
Inferential	Choose details and register that fit the purpose and audience.	Guided on Days 1 and 2, independent by Day 3.	The student explains why a detail or register fits the reader.
Evaluative	Develop an audience-aware narrative and revise for structure.	Partner discussion on Day 3, independent by Day 5.	The student uses dialogue and reflection for the reader and improves a sentence.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Audience means changing only a greeting or one word.	The student swaps "Dear friend" for "Dear principal" and stops.	Press for larger decisions: which details need context, how formal the register is, what examples the reader needs.
A response genre must match the passage's genre.	The student answers "narrative" because the passages are stories.	Ask what the writing job requires, not what the source is.
Narrative means listing what happened.	The student writes a list of events.	Use TRAILS to develop the important moment with dialogue and reflection.
Revising and editing are the same.	The student fixes only spelling and calls it revised.	Revise sentence structure first for meaning; edit conventions last.

Educator Insight

Students may believe audience means changing only a greeting or a single word. Press for the larger decisions: which details need context, how formal the register should be, what examples the reader needs, and which narrative craft helps the reader experience the moment.

Module 2 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a task and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or the writing job.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a genre choice and a draft.
Level 5	Blue	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.

Module 2: Purpose and Audience Change the Writing

Focus: matching genre, detail, style, and register to a real audience.

Level	Student Thinking	HABIT / Task
Recall	Name the topic and the audience for a writing job.	Identify: State the reader and what they need.
Skill	Match one idea to different writing jobs.	Categorize: Place a Same Topic, Different Job card and defend it.
Strategic	Justify details and register for the audience.	Connect: Explain how the reader changed a writing choice.
Extended	Develop an audience-aware narrative and revise it.	Analyze & Create: Use dialogue and reflection for the reader.

 Teacher Script

"Class, this week we write for a real reader. We start with Recall, naming the audience. Then Skill, matching one idea to different jobs. At the Strategic level, we justify details and register for the reader. Finally, at the Extended level, you develop an audience-aware narrative. This is how prepared writers reach a reader!"

Oral-Rehearsal Frame: The Audience Connection **Teacher Script**

"Let's rehearse out loud. My audience is ___, and they need ___. So I will include ___ and sound ___ (formal or friendly). On the state writing assessment, you will write for a purpose and audience, so learning to shape the writing for the reader will help you all year."

Module 2 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"This week we preview the words writers use to talk about the reader and the writer's craft. We will use everyday words, academic writing words, and words from our passages."

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
help	to make things easier or better for someone	I chose to help by ____.
share	to give part of what you have to others	I shared ____ with ____.
kind	caring and friendly toward others	A kind choice I made was ____.
choose	to pick on purpose	I choose ____ because ____.
notice	to see or pay attention to something	I noticed that ____.
story	a telling of events, real or imagined	My story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
plan	to decide the steps before you begin	My plan is to ____.
change	to become different	The moment that changed me was ____.
feel	to have an emotion or sense	This moment made me feel ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
perspective	the point of view of the person telling something	From this perspective, ____.
register	how formal or friendly the writing sounds	I chose a ____ register because ____.
craft	the choices a writer makes to shape the writing	One craft move I used is ____.
dialogue	the exact words characters say	The dialogue shows ____.
reflection	the writer's thinking about what a moment meant	My reflection explains ____.
freewriting	a planning strategy of writing without stopping to find ideas	I freewrote about ____.
genre	a kind of writing, such as narrative or informative	The genre that fits is ____.
purpose	the job the writing must do	The purpose is to ____.
audience	the reader or readers the writing is for	The audience is ____.
revise	to improve ideas, organization, or sentences	I revised ____.

Tier 3 Vocabulary — Passage and Concept Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
fairness	FAIR-nis	treating people equally and justly	Fairness means ____.
participation	par-tis-uh-PAY-shun	taking part in something with others	Participation looks like ____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is ____.
cooperation	koh-op-uh-RAY-shun	working together toward a goal	Cooperation means ____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, ____.
administration	ad-min-uh-STRAY-shun	the people who help a president lead the country	The administration worked on ____.
service	SUR-vis	helping others and the community	Service means ____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by ____.
memorial	muh-MOR-ee-uhl	a monument that helps people remember a person or event	The Lincoln Memorial helps us remember ____.



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 2 — Background Knowledge and Teacher Context

This module uses the Medium-Stamina versions of two fiction passages connected to real history. "Dream" (522 words) follows an eight-year-old beside Mama at Dr. Martin Luther King Jr.'s march, now with more dialogue and reflection as the child decides to help carry the dream forward. "Serve" (541 words) shows a granddaughter interviewing her grandfather about President John F. Kennedy's 1961 inauguration and call to serve, with richer detail about the Peace Corps and everyday service.

More Background for the Teacher

The longer versions give students more to work with: dialogue, reflection, setting, and specific details. That is the point of Module 2 — because purpose and audience change what a reader needs, the writer must choose which of those details to use, how formal to sound, and which craft moves help the reader experience the moment. The passages remain fiction (the reading genre); the response genre still comes from the writing job.

Module 2 adds the Audience Lens (what the reader knows, needs, and expects) and the Formal/Informal Register continuum to the Genre Compass and TRAILS from Module 1.

Module 2 — Materials and Teacher Preparation

Anchor Charts to Create

- Purpose Verbs: narrate, explain, justify, request, reflect, persuade
- Audience Lens: identify what the reader knows, needs, and expects
- Narrative Craft: scene, actions, thoughts, dialogue, reflection
- TRAILS Review
- Formal/Informal Register Continuum

Materials

- Medium-Stamina copies of "Dream" and "Serve"
- Purpose cards, Audience cards, and Genre cards
- Same Topic, Different Job task cards
- Audience Lens chart
- TRAILS planning sheets
- Interactive notebooks and highlighters
- Narrative Craft Lab recording sheet

Quick Teacher Reference — This Module

- Reading source: "Dream" + "Serve" at the Medium-Stamina level.
- Planning standard: genre selection for topic, purpose, and audience.
- Formal composition: personal narrative using genre characteristics and craft.
- Revision: improve sentence structure.
- Editing: complete simple sentences and subject-verb agreement; singular nouns; common nouns; high-frequency spelling.
- Auditory routine: Listen for the Relationship.

Module 2 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the prepared-writer HABIT: the reader shapes the writing. Use one whenever the class changes activities, when energy dips, or right before a new writing task.

This Module's Routine: "Audience Switch"



Teacher Script

"Tiny Time! I will name a reader. Show me formal (stand tall, hands folded) or friendly (relaxed, easy wave), then whisper one detail that reader would need."

How to run it:

- Signal the class and get all eyes on you.
- Name a reader (for example, "the school principal" or "your best friend").
- Students show formal or friendly, then whisper one detail that reader would need.
- Name two or three readers in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the reader each time so the Tiny Time stays fresh all week.

Module 2 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 2 — The Genre Compass, Audience Lens, and TRAILS

Teacher Script

“We already know the Genre Compass. This week we add the Audience Lens: before we draft, we ask what the reader knows, needs, and expects, and we let that shape our details, our craft, and how formal we sound.”

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

The Audience Lens

Before drafting, ask three questions about your reader:

Question	Why It Matters
What does my reader already KNOW?	Decides which background details to include or leave out.
What does my reader NEED?	Decides which examples, evidence, or explanation to add.
What does my reader EXPECT?	Decides how formal or friendly the writing should sound (register).

The Response Ecosystem — Seven Routes

Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, and Research/Inquiry. Choose the route whose purpose matches the writing job.

TRAILS — Narrative Anatomy

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

TRAILS Element	What It Develops
T — Topic or Experience	Names the experience the narrative will develop.
R — Relationships	The people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	The discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S — Setting	Where and when the experience happens, with details that make the place real.

Teacher Script

“Audience is not a greeting you add at the end. It shapes which details you include, how formal you sound, and which craft moves help the reader experience the moment.”

Module 2 — TRACKS: Reading the Passages for Evidence

Before students choose a genre and plan, they read the Medium-Stamina "Dream" and "Serve" and TAP the TRACKS to find the six kinds of measurable evidence. This helps students collect details that could work differently for different writing jobs and audiences.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

“As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. Marking the TRACKS helps us collect details we might use differently for different readers.”

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Dream (Dr. Martin Luther King Jr.)

[1] I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial.

[2] I was only eight years old, and I had never seen so many people gathered in one place.

[3] "Why did everyone come?" I asked Mama.

[4] "Because they want America to be fair for everyone," she said.

[5] The August sun felt hot on my face. My feet were tired, and I wished I had brought more water. Mama gave me a small smile and squeezed my hand.

[6] "We came a long way to be here," she reminded me.

[7] I looked around again. Families stood together. Children sat on their parents' shoulders. People fanned themselves with folded papers. Even though there were so many people, I did not feel afraid. I felt like everyone was waiting for something important.

[8] Then Dr. Martin Luther King Jr. stepped forward to speak.

[9] The crowd became quiet.

[10] His voice was strong and steady. He talked about freedom. He talked about fairness. He talked about hope for the future.

[11] At first, I tried hard to understand every word. Some parts were difficult for me because I was still a child. But then he began talking about a dream.

[12] That word I understood.

[13] Dream.

[14] I looked up at Mama. Tears filled her eyes.

[15] "Why are you crying?" I whispered.

[16] "Because I want that dream for you," she answered.

[17] I leaned closer to her.

[18] "What kind of dream?"

[19] "A dream where people are treated with kindness and respect," she said. "A dream where children have a chance to learn, grow, and become whatever they hope to be."

[20] I looked back toward Dr. King.

[21] Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me.

[22] I imagined a school where every child felt welcome. I imagined children playing together at recess without anyone being left out. I imagined neighbors helping each other. I imagined people listening before judging someone they did not know.

[23] As Dr. King continued, I noticed people around us nodding their heads. Some smiled. Some held hands. One man near us quietly said, "That is the future I want too."

[24] When the speech ended, the crowd cheered. People hugged one another. Mama hugged me so tightly that I laughed.

[25] On the way home, my feet still hurt, but I did not complain.

[26] Mama asked, “What will you remember most about today?”

[27] I thought about the crowd, the hot sun, the songs, and Dr. King’s powerful voice.

[28] Then I thought about his dream.

[29] “That a dream can belong to everyone,” I said.

[30] Mama smiled.

[31] “And what will you do with that dream?” she asked.

[32] I looked out the window as we traveled home.

[33] “I think I will try to help it come true,” I said.

[34] I was only eight years old, but that day I learned something I would never forget.

[35] Big changes can begin with a dream, and even a child can help carry it forward.

Student Annotation Guide — Dream (Dr. Martin Luther King Jr.)

T — Time

only eight years old

R — Reactions

Tears filled her eyes; Because I want that dream for you; I think I will try to help it come true

A — Actions

they want America to be fair for everyone; He talked about freedom; I imagined a school where every child felt welcome

C — Character/Concept/Creature

Mama; Dr. Martin Luther King Jr.

K — Key Knowledge

It was about children like me; a dream can belong to everyone

S — Scenery/Setting

near the Lincoln Memorial; The August sun felt hot on my face

TRACKS EVIDENCE HIGHLIGHTING — Dream (Dr. Martin Luther King Jr.)

- [1] I held **Mama's** hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited **near the Lincoln Memorial**.
- [2] I was **only eight years old**, and I had never seen so many people gathered in one place.
- [3] "Why did everyone come?" I asked **Mama**.
- [4] "Because **they want America to be fair for everyone**," she said.
- [5] **The August sun felt hot on my face**. My feet were tired, and I wished I had brought more water. **Mama** gave me a small smile and squeezed my hand.
- [6] "We came a long way to be here," she reminded me.
- [7] I looked around again. Families stood together. Children sat on their parents' shoulders. People fanned themselves with folded papers. Even though there were so many people, I did not feel afraid. I felt like everyone was waiting for something important.
- [8] Then **Dr. Martin Luther King Jr.** stepped forward to speak.
- [9] The crowd became quiet.
- [10] His voice was strong and steady. **He talked about freedom**. He talked about fairness. He talked about hope for the future.
- [11] At first, I tried hard to understand every word. Some parts were difficult for me because I was still a child. But then he began talking about a dream.
- [12] That word I understood.
- [13] Dream.
- [14] I looked up at **Mama**. **Tears filled her eyes**.
- [15] "Why are you crying?" I whispered.
- [16] "**Because I want that dream for you**," she answered.
- [17] I leaned closer to her.
- [18] "What kind of dream?"
- [19] "A dream where people are treated with kindness and respect," she said. "A dream where children have a chance to learn, grow, and become whatever they hope to be."
- [20] I looked back toward Dr. King.
- [21] Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. **It was about children like me**.
- [22] **I imagined a school where every child felt welcome**. I imagined children playing together at recess without anyone being left out. I imagined neighbors helping each other. I imagined people listening before judging someone they did not know.
- [23] As Dr. King continued, I noticed people around us nodding their heads. Some smiled. Some held hands. One man near us quietly said, "That is the future I want too."

[24] When the speech ended, the crowd cheered. People hugged one another. Mama hugged me so tightly that I laughed.

[25] On the way home, my feet still hurt, but I did not complain.

[26] Mama asked, "What will you remember most about today?"

[27] I thought about the crowd, the hot sun, the songs, and Dr. King's powerful voice.

[28] Then I thought about his dream.

[29] "That a dream can belong to everyone," I said.

[30] Mama smiled.

[31] "And what will you do with that dream?" she asked.

[32] I looked out the window as we traveled home.

[33] "I think I will try to help it come true," I said.

[34] I was only eight years old, but that day I learned something I would never forget.

[35] Big changes can begin with a dream, and even a child can help carry it forward.

PASSAGE 2 — Serve (President John F. Kennedy)

[1] “Tell me again about President Kennedy,” I said as I placed my recorder on the table between us.

[2] Grandpa smiled and leaned back in his chair. For my school project, I was interviewing him about the years he had worked in President John F. Kennedy’s administration.

[3] “Those were exciting days,” Grandpa began. “There was a strong feeling that people could help make the country better.”

[4] I opened my notebook and clicked my pen.

[5] “What did President Kennedy care about most?”

[6] Grandpa thought for a moment before answering.

[7] “He cared about many things, but one idea came up again and again. He wanted Americans to think about service.”

[8] Grandpa explained that before Kennedy’s inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country.

[9] “Were you in those conversations?” I asked.

[10] “Some of them,” Grandpa said. “There were many people sharing ideas, asking questions, and thinking carefully about what message the new president wanted Americans to hear.”

[11] I leaned closer.

[12] “What kind of message?”

[13] “He did not want people only asking what they could receive,” Grandpa explained. “He wanted us to think about what we could give.”

[14] I wrote that down slowly.

[15] “What can we give?” I repeated.

[16] Grandpa nodded.

[17] “Exactly.”

[18] Then he told me about January 20, 1961, the day Kennedy delivered his inaugural address. The weather in Washington, D.C., was cold, and Grandpa remembered standing among many people who had gathered to hear the new president speak.

[19] “I could see my breath in the air,” Grandpa said. “Everyone was waiting to hear what he would say.”

[20] When Kennedy challenged Americans to think about what they could do for their country, Grandpa said the crowd seemed to understand the importance of the message.

[21] “What did you think when you heard it?” I asked.

[22] “I thought those words could inspire people to act,” he answered. “A speech is only words unless people decide to live by the ideas in it.”

[23] I liked that sentence, so I underlined it twice.

[24] A few months later, Grandpa watched the same spirit of service grow through the Peace Corps. Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends.

[25] “Was the Peace Corps connected to the same idea?” I asked.

[26] Grandpa smiled.

[27] “Very much so. It showed that serving your country can also mean serving other people.”

[28] I looked at him for a moment.

[29] “So service does not have to be something huge?”

[30] “Not at all,” Grandpa said. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.”

[31] I glanced at my notebook.

[32] “What about kids?”

[33] Grandpa leaned forward.

[34] “Kids can serve too. You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement.”

[35] I switched off my recorder.

[36] “So the big idea is really about helping?”

[37] Grandpa nodded.

[38] “Helping, caring, and choosing to give something of yourself.”

[39] I wrote one final sentence at the bottom of the page:

[40] A better world begins when we ask, What can I give?

Student Annotation Guide — Serve (President John F. Kennedy)

T — Time

inauguration in 1961

R — Reactions

those words could inspire people to act

A — Actions

challenged Americans to think about what they could do for their country; Young Americans volunteered to travel to other countries; help a classmate, welcome someone new, pick up litter

C — Character/Concept/Creature

President Kennedy; Grandpa

K — Key Knowledge

wanted Americans to think about service; what we could give; serving your country can also mean serving other people; A better world begins when we ask, What can I give?

S — Scenery/Setting

The weather in Washington, D.C., was cold

TRACKS EVIDENCE HIGHLIGHTING — Serve (President John F. Kennedy)

[1] “Tell me again about **President Kennedy**,” I said as I placed my recorder on the table between us.

[2] **Grandpa** smiled and leaned back in his chair. For my school project, I was interviewing him about the years he had worked in President John F. Kennedy’s administration.

[3] “Those were exciting days,” **Grandpa** began. “There was a strong feeling that people could help make the country better.”

[4] I opened my notebook and clicked my pen.

[5] “What did **President Kennedy** care about most?”

[6] **Grandpa** thought for a moment before answering.

[7] “He cared about many things, but one idea came up again and again. He **wanted Americans to think about service.**”

[8] **Grandpa** explained that before Kennedy’s inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country.

[9] “Were you in those conversations?” I asked.

[10] “Some of them,” **Grandpa** said. “There were many people sharing ideas, asking questions, and thinking carefully about what message the new president wanted Americans to hear.”

[11] I leaned closer.

[12] “What kind of message?”

[13] “He did not want people only asking what they could receive,” **Grandpa** explained. “He wanted us to think about **what we could give.**”

[14] I wrote that down slowly.

[15] “What can we give?” I repeated.

[16] **Grandpa** nodded.

[17] “Exactly.”

[18] Then he told me about January 20, 1961, the day Kennedy delivered his inaugural address. **The weather in Washington, D.C., was cold, and** **Grandpa** remembered standing among many people who had gathered to hear the new president speak.

[19] “I could see my breath in the air,” **Grandpa** said. “Everyone was waiting to hear what he would say.”

[20] When Kennedy **challenged Americans to think about what they could do for their country,** **Grandpa** said the crowd seemed to understand the importance of the message.

[21] “What did you think when you heard it?” I asked.

[22] “I thought those words could inspire people to act,” he answered. “A speech is only words unless people decide to live by the ideas in it.”

[23] I liked that sentence, so I underlined it twice.

[24] A few months later, Grandpa watched the same spirit of service grow through the Peace Corps. Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends.

[25] “Was the Peace Corps connected to the same idea?” I asked.

[26] Grandpa smiled.

[27] “Very much so. It showed that serving your country can also mean serving other people.”

[28] I looked at him for a moment.

[29] “So service does not have to be something huge?”

[30] “Not at all,” Grandpa said. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.”

[31] I glanced at my notebook.

[32] “What about kids?”

[33] Grandpa leaned forward.

[34] “Kids can serve too. You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement.”

[35] I switched off my recorder.

[36] “So the big idea is really about helping?”

[37] Grandpa nodded.

[38] “Helping, caring, and choosing to give something of yourself.”

[39] I wrote one final sentence at the bottom of the page:

[40] A better world begins when we ask, What can I give?

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
TEKS 12(A)(ii)	compose literary texts using craft
ELPS 4(F)(v)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific audience

Day 1 Purpose

Students reveal how purpose and audience change genre, detail, style, register, and narrative craft.

★ Daily Deck Slide (M2-04 - Purpose + Audience Lens)

Write on the board: TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

G — Gather: Fast Response Contrast

Teacher Script

"A source passage does not choose your response genre for you. Your writing job does. This week we also ask who the reader is, because the audience changes what the writing needs."

Read each direction and have students name the route:

- "Tell a younger student about one meaningful service experience as a story." (Expected route: Narrative)
- "Explain service to a school visitor who needs clear information." (Expected route: Informative)
- "Write a respectful message to a principal requesting a service opportunity." (Expected route: Correspondence)

R — Reveal: The PREPARE Decision, Now With the Audience Lens

Reveal the chain one arrow at a time and have students rehearse the words before writing.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
3. Name the audience and what that audience knows, needs, and expects.
4. Select the response genre that best accomplishes the job.
5. Select a planning strategy (brainstorm, freewrite, map).
6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using "Dream"

Writing direction: Write a personal narrative for classmates about a time another person's words caused you to see a responsibility differently.

Teacher Script

"Topic = a true experience. Purpose = narrate and reflect. Audience = classmates who need to feel the moment. Genre = personal narrative. Planning = freewrite, then TRAILS."

Teacher Model Using "Serve"

Writing direction: Explain the idea of service to a younger student using clear examples.

Teacher Script

"Topic = service. Purpose = explain. Audience = a younger student who needs simple examples. Genre = informative. Planning = map the main idea and examples."

Day 1 Closing

Partner completion: "The response genre comes from the writing job because ____."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
ELPS 4(F)(vi)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific audience

Day 2 Purpose

Students attempt the module decision through the collaborative game Same Topic, Different Job. The goal is not speed alone; every placement must be defended with a writing-job reason.

★ Daily Deck Slide (M2-05 - Same Topic, Different Job)

Write on the board: Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Choose or confirm the planning route. Defend the decision before earning the point.

Group Roles

- Reader — reads the whole writing situation without emphasizing clue words.
- Decision Maker — states the proposed genre and strategy.
- Evidence Speaker — proves the choice using topic, purpose, and audience.
- Checker — compares the decision with the Response Ecosystem and invites a respectful challenge.



Task Card #1

Write the child's experience at the Lincoln Memorial for classmates who need to feel the moment.

- Best route: Narrative. Reason: Scene, dialogue, actions, thoughts, and reflection fit the audience and narrative purpose.



Task Card #2

Explain to younger students why small acts of service matter.

- Best route: Informative. Reason: Clear examples and accessible explanation fit a teaching purpose.

**Task Card #3**

Write to a principal requesting a student service project.

- Best route: Correspondence. Reason: A direct audience and a request call for respectful correspondence.

**Task Card #1**

Defend a claim that students should have a regular service opportunity at school.

- Best route: Argumentative. Reason: The task requires a claim, reasons, evidence, and a response to other views.

**Task Card #2**

State which character lesson from "Dream" or "Serve" is most useful for fourth graders and support the judgment.

- Best route: Opinion. Reason: The task asks for a judgment supported by reasons and examples.

**Task Card #3**

Express the idea that one small action can spread outward through a poem.

- Best route: Poetry. Reason: The purpose is expressive; imagery, voice, and sound can carry the idea.

**Teacher Script**

 Teacher Script

"An attempt is allowed to change. State your first decision, listen to the group, and revise it when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point. Use respectful disagreement language: 'I see that route. I think ___ fits more strongly because the purpose or audience requires ___.'"

Optional Challenge — Two Defensible Routes

Use a task that could reasonably be written in two genres. Students earn an additional point only when they explain how the purpose would need to shift for the second genre to become the stronger choice.

Day 2 Closing

Students record one decision they changed: "I changed my route from ___ to ___ because ___."

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(i)	compose literary texts using genre characteristics
TEKS 12(A)(ii)	compose literary texts using craft
TEKS 11(C)(i)	revise drafts to improve sentence structure
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 3 Purpose

Students make the reasoning from Day 2 visible, resolve misconceptions, and then use the preparation process independently in a formal personal-narrative task.

D — Discuss the Decision

Choose at least one disputed Day 2 card. Do not simply announce the key; require students to reconstruct the decision.

Discussion Focus 1 — Source Genre versus Response Genre

Teacher Script

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. Use this sentence: "The passage is ___, but the response should be ___ because the writing purpose is ___ for ___." A strong writer can use one source for several writing jobs."

Discussion Focus 2 — Purpose and Audience Evidence

Students select one game card, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision.

Discussion Focus 3 — Planning Strategy Fit

Students compare brainstorming, freewriting, and mapping. Accept more than one strategy when the student can explain how the tool supports the thinking the task requires.

U — Use Independently: Audience-Aware Personal Narrative

Independent Writing Assignment

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

Required PREPARE Header on Student Work

- Topic: _____
- Purpose: _____
- Audience: _____
- Genre: Personal Narrative
- Planning Strategy: Brainstorm / Freewrite / Map
- Justification: This route fits because _____.

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience the narrative will develop.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	Name the discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	State what the writer understands, feels, or carries away.
S — Setting	Name where and when the experience happens and the details that make the place real.

Teacher Conferring Cues

- State the writing job in one sentence.
- Point to the part of your plan that will become the important moment.
- Explain why your planning strategy fits this experience.
- Name one detail your audience needs and one detail it does not need.
- Show where your ending reveals the lasting effect rather than simply stopping.

Standards Application Check

Choose two sentences from your draft and revise them to improve sentence structure. Then check one complete simple sentence for subject-verb agreement, check singular and common nouns in context, and correct high-frequency spelling.

Teacher Model:

- Original: I saw her alone. I felt unsure. I sat down.
- Revision: When I saw her sitting alone, I felt unsure, but I decided to sit down beside her.



Teacher Script

"Revision changed the structure to show how the actions connect. Editing then checks agreement, nouns, and spelling without replacing the meaning."

Day 3 Closing

Students underline one sentence that shows the important moment and star one sentence whose structure they intentionally revised.

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i)	revise drafts to improve sentence structure
TEKS 11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS 4(F)(iii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for a specific purpose

Day 4 Purpose

Students identify evidence that the preparation process improved their writing and then select a specific target for the next writing decision.

A — Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Complete: "I award myself for ___ because my work shows ___." Then name the reader benefit the decision created.

PREPARE Awards

- Genre Match Award — I selected a genre that clearly fits the purpose and audience.
- Audience Lens Award — I chose details, style, or register with my audience in mind.
- Planning Route Award — I selected a planning strategy that helped organize my thinking.
- TRAILS Builder Award — I developed a narrative experience rather than listing events.
- Sentence Architect Award — I revised sentence structure to make meaning clearer.
- Convention Checker Award — I edited agreement, nouns, and high-frequency spelling carefully.

Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, 'My writing is good.' Name the decision, point to the evidence, and explain the benefit. Use this frame: 'I award myself the ___ Award because I ___. This helped my reader ___.'"

T — Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

Target Stems

- My next writing goal is to ____ because ____.
- A decision I still need to practice is ____.
- A curiosity I want to explore is ____.
- A stress point in my preparation was ____, so next time I will ____.
- I will know I improved when ____.

Helpful Target Examples: "I will choose dialogue only when it helps my audience understand the important moment." / "I will adjust my register when I write to a formal audience."

Day 4 Closing

Partner response frame: "I heard evidence of your growth when you said _____. Your target is specific because _____."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(ii)	compose literary texts using craft
ELPS 4(F)(vii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for a specific audience

Day 5 Purpose

Students use their own plan and writing to teach another learner how a writer moves from a writing situation to a justified genre and an audience-aware draft.

Teach the Choice and the Craft

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision. Teach without reading every sentence from your notes.

Author-Educator Card

- My topic is ____.
- My purpose is ____.
- My audience is ____.
- The formal genre is personal narrative because ____.
- I planned by ____ because ____.
- One TRAILS decision I made is ____.
- One craft choice I made for my audience is ____.
- One sentence I revised is ____.
- One convention I checked is ____.

Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre and the reader.
- Ask the author to clarify one decision: "Explain the reason you chose ____."
- Give evidence-based feedback rather than a general compliment.

Fresh Recall

Students close notebooks and orally reconstruct the complete preparation chain from memory. Partners then check the sequence against the anchor chart.

Day 5 Closing

Complete aloud: "Preparation makes my writing stronger because ____."

Module 2 — Low, Medium, and High Exemplars

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

Low Exemplar

- Student Response: "A kid was alone. I helped. It was nice. The end."
- What Is Working: The student names a moment of including someone.
- Teacher Notes: This lists events instead of developing the moment. There is no setting, no dialogue, no reflection, and nothing the audience needs to feel the experience.
- What Needs Improvement: Use TRAILS to add a setting, the actions and thoughts of the moment, dialogue, and a reflection that shows why it mattered to the reader.

Medium Exemplar

- Student Response: "At recess, a new boy stood by the wall alone. I felt a little nervous, but I walked over. 'Do you want to play with us?' I asked. He smiled and said yes. We played tag until the bell rang. Now I always look for someone standing alone."
- What Is Working: There is a setting, a line of dialogue, an important moment, and a reflection. The narrative develops the experience for classmates.
- Teacher Notes: The narrative works, but the sentences are short and similar, and the reflection could show more clearly why the moment mattered.
- What Needs Improvement: Revise two sentences for varied structure, and expand the reflection so the reader understands the lasting effect.

High Exemplar

- Student Response: "The cafeteria buzzed with noise, but at the end of our table sat a girl I did not know, staring at her tray. I remembered how it felt to be new, and my stomach tightened. Part of me wanted to keep talking with my friends, but I slid down the bench toward her. 'Is it okay if I sit here?' I asked. She looked up, surprised, and nodded. We ended up laughing about our matching lunchboxes. That day I learned that including someone does not take a big, brave act - it takes one small choice to move closer, and it can change an entire afternoon."
- What Is Working: A vivid setting, precise actions and dialogue, a clear important moment, a genuine reflection, and varied sentence structure - all aimed at classmates who need to feel the moment.
- Teacher Notes: The narrative uses audience-aware craft to develop an experience, exactly what TRAILS and the personal-narrative genre ask for.

Module 2 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can match a response to an audience and develop an audience-aware personal narrative.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Medium-Stamina passages, Genre Compass, Audience Lens, and TRAILS anchor charts, Same Topic, Different Job cards, and student notebooks.
Related TEKS Breakout	11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience; 12(A)(ii) compose literary texts using craft
Task	Students perform a formative check in Same Topic, Different Job and an independent task by drafting an audience-aware personal narrative.
Expected Response	Students choose a genre and justify it with audience, then develop an experience with dialogue and reflection.

Informal Assessment

During the lesson, observe Same Topic, Different Job. Listen for purpose-audience reasons and note whether students explain how a detail or register fits the reader.

Formative Assessment

The Day 3 personal narrative serves as the formative check. Students complete the PREPARE header, plan with TRAILS, develop the important moment for classmates, and revise one sentence for structure.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Audience Awareness	Must choose details and register that fit the reader.
TRAILS Development	Must develop the important moment with dialogue and reflection.
Sentence Revision	Must revise at least one sentence for structure.
Editing	Must check agreement, nouns, and high-frequency spelling.

Card	Best Route	Reason
Child's experience at the Memorial for classmates	Narrative	Scene, dialogue, and reflection fit the audience and narrative purpose.
Why small acts of service matter, for younger students	Informative	Clear examples fit a teaching purpose.
Request a service project from a principal	Correspondence	A direct audience and request fit respectful correspondence.
Students should have a regular service opportunity	Argumentative	Requires a claim, reasons, and evidence.
Most useful character lesson for fourth graders	Opinion	A judgment supported by reasons.
One small action spreading outward, as a poem	Poetry	Expressive purpose; imagery and sound fit.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0-5 fingers to show how sure they are they can name what a reader knows, needs, and expects.
- Visual/Physical — Attempt — Same Topic, Different Job: As you read a writing job aloud, students hold up the response-genre card and defend it with a purpose-audience reason.
- Written — Discuss/Use — One-Sentence Justification: Students write one sentence completing "I chose ___ for my reader because ___."

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion and purpose-audience reasons.
- Look — observe a sort, a signal, or a PREPARE header.
- Collect — have students produce a TRAILS plan or a narrative draft you can examine.

Intervention — Module 2

Provide one audience card and two possible openings. Students select the opening whose detail and register best fit the audience, explain the choice orally, then revise the weaker opening.

Intervention Recheck

Give one new writing direction with the same decision structure. Mastery evidence is an independently selected route plus a topic-purpose-audience justification, not memorization of the previous answer.

Module 2 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask who the reader is and what they need.	Students name the audience and one need.	Students think only about the topic.	Use the Audience Lens: know, need, expect.
Ask why a detail or register fits.	Students justify with the audience.	Students change only a greeting.	Press for larger decisions: details, examples, formality.
Ask students to develop, not list.	Students add dialogue and reflection.	Students list events.	Point to the TRAILS "I" and "A" and model developing the moment.

Student Support Quick Reference

If a student...	Support to Provide
Ignores the audience	Give an Audience Lens card and ask know/need/expect.
Changes only a greeting for audience	Model changing a detail and the register.
Lists events instead of an experience	Use the TRAILS planner and model the important moment.
Masters quickly	Route to Module 2 enrichment (two audiences, two openings).

Enrichment — Module 2

Give the same content and two audiences, such as a best friend and a principal. Students create two openings and annotate how the detail, register, and conventions changed for each audience. Challenge: students explain which single change made the biggest difference for the reader and why.

Module 2 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Take one idea from "Dream" or "Serve" and write it for TWO different audiences of your choice. Complete a PREPARE header for each, then draft two short openings that fit each reader.

Connection to This Module

This week you learned that purpose and audience change the writing. Now prove you can shape the same idea for two different readers.

Planning Support

1. Choose your idea and your two audiences.
2. For each reader, use the Audience Lens: what do they know, need, and expect?
3. Decide which details and how formal the register should be for each.
4. Draft an opening for each reader.

Step	Planning Guide
Step 1: The Idea	Name the one idea both pieces will share.
Step 2: Reader One	Name the audience and their know/need/expect.
Step 3: Reader Two	Name the audience and their know/need/expect.

Drafting Space

Success Criteria

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

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read both openings aloud. Revise one sentence in each so it fits its reader more clearly.

Edit

Check subject-verb agreement, singular and common nouns, and high-frequency spelling.

Share

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

Module 2 — Auditory Engagement (Active Participation)

Approach: Listen for the Relationship.

Purpose: Students listen for the relationship among purpose, audience, and craft instead of waiting for isolated vocabulary words.

Listening Target: Listen for the reason a particular detail, style, or register fits one audience better than another.

Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads	Expected Response
"A personal narrative for classmates uses dialogue and reflection because the audience needs to enter the experience."	Purpose-to-craft relationship
"A principal-facing request uses a respectful register because the audience and purpose are formal."	Audience-to-register relationship
"An informative explanation selects clear details because the purpose is to teach."	Purpose-to-content relationship
"A poem may compress details into images and sound because the purpose is expressive."	Purpose-to-craft relationship

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

|| Pause Point — Before Choosing a Genre

Stop and think: What is the writing job, and who is the reader? Name the topic, purpose, and audience before you name a genre.

|| Pause Point — The Audience Lens

Stop and think: What does my reader already know, what do they need, and how formal should I sound? Let the reader shape the details and the register.

|| Pause Point — Before You Draft

Stop and think: Which details and dialogue will help my reader feel the important moment? Plan the experience with TRAILS before you fill the page.

|| Pause Point — Revise Before You Edit

Stop and think: Revising improves the structure and meaning of a sentence. Editing checks conventions. Fix the structure first, then check agreement, nouns, and spelling.

Module 2 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you prepare and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Name what my reader knows, needs, and expects.			
Choose details and register that fit my audience.			
Match one idea to different writing jobs.			
Develop an important moment with dialogue and reflection.			
Revise one sentence for structure and edit conventions.			

One thing I am proud of:

One thing I want to get better at:

Module 2 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“This week you learned that purpose and audience change the writing. You matched one idea to different jobs, used the Audience Lens to decide what your reader needs and how formal to sound, and developed a personal narrative with dialogue and reflection for classmates. The reader shapes the writing from the very beginning.”

Module Overarching Statement — Synthesis

Purpose and audience are not labels added after drafting. They shape the genre and the writer's choices from the beginning, including which details to use and how the writing should sound.

Module Essential Question - Answered

How do purpose and audience change what a writer includes and how the writing sounds? The reader decides which details to include, which examples are needed, and how formal the register should be. A writer chooses genre, detail, craft, and register to fit the purpose and audience from the start.

Teacher Reflection - Module 2

Which students use the Audience Lens (know, need, expect) before drafting?

Which students still change only a greeting when the audience changes?

Which students developed the important moment with dialogue and reflection?

Who is ready for Module 3, where writers choose the route and the planning strategy?

Teacher Notes

MODULE

3

**Choose the Route and the
Planning HABIT**

Week 3 • High Stamina • Dream + Serve

Module 3: Choose the Route and the Planning Strategy

Week 3 - High Stamina - Dream + Serve

The Plan Matches the Job

Teacher Script

"Planning becomes powerful when writers understand that different writing jobs call for different ways of organizing thought."

Why This Module Matters

Students learn that choosing a planning strategy is part of preparation. Using the richest High-Stamina versions of "Dream" and "Serve," they match a planning route — brainstorm, freewrite, or map — to the response genre and the thinking each job requires. A planning tool is useful only when it helps organize the thinking the selected genre needs.

Module Passage Set — High Stamina

The same two fiction passages return at their richest: "Dream" (1,074 words) and "Serve" (1,589 words). The added detail, reflection, and connected ideas give students more thinking to organize with a planning strategy.

Module Independent Product

Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience, justify the choice, and revise at least two sentences for stronger structure.

Module Overarching Statement

Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

Module Essential Question

How does a writer choose a planning strategy that fits the genre and the thinking the job requires?

Module 3 — Family Communication

Purpose: Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of what their child is learning this week, a question they can ask at home, and one simple way to help.

This Week at a Glance

- The big skill: choosing a planning strategy — brainstorm, freewrite, or map — that fits the writing job.
- The two reading passages return at their richest: "Dream" and "Serve."
- The writing your child will produce: a personal narrative about a time they recognized a way to make a positive difference.

One Question to Ask at Home

Teacher Script

"Before you write, how do you plan — do you list ideas, write freely, or map how ideas connect?"

One Way to Help

When your child plans a piece of writing, ask which planning way they chose and why. Talking about the plan — not just the finished writing — builds a lifelong habit.

Family Letter

Dear Families,

This week your child continues our 4th-grade PREPARE unit. The focus is planning: writers choose not only a genre but also a planning strategy — brainstorming, freewriting, or mapping — that fits the thinking a job requires. We are reading the richest versions of "Dream" and "Serve," and your child will plan and write a personal narrative about a time they recognized a way to make a positive difference.

Please try this at home: When your child has something to write — a note, a story, a list — ask how they will plan it first. Would it help to list ideas quickly (brainstorm), write freely to find ideas (freewrite), or draw how ideas connect (map)? Choosing a plan on purpose is the habit we practice this week.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija continúa nuestra unidad PREPARE de cuarto grado. El enfoque es la planificación: los escritores eligen no solo un género, sino también una estrategia de planificación — lluvia de ideas, escritura libre o mapas — que se ajusta al pensamiento que requiere el trabajo. Leemos las versiones más ricas de "Dream" y "Serve," y su hijo o hija planificará y escribirá una narración personal sobre una vez que reconoció una manera de hacer una diferencia positiva.

Por favor, intente esto en casa: Cuando su hijo o hija tenga algo que escribir — una nota, un cuento, una lista — pregúntele cómo lo planificará primero. ¿Ayudaría hacer una lista rápida de ideas (lluvia de ideas), escribir libremente para encontrar ideas (escritura libre) o dibujar cómo se conectan las ideas (mapa)? Elegir un plan a propósito es el hábito que practicamos esta semana.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 3 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What are different ways to plan before you write?
- When would a quick list (brainstorm) help more than a map?
- How do you decide which planning strategy fits a job?
- Tell me about a time you recognized a way to make a positive difference.

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - Three Ways to Plan

Pick something to plan together (a trip, a meal, a party). Try listing ideas, then talking them through, then drawing how they connect. Ask which way helped most and why.

Family Activity - A Positive Difference

Share a time someone in the family noticed a need and chose to help. Name the moment they recognized what to do.

Module 3 — Lesson Overview and Standards

Lesson Overview

Module 3 deepens the 4th-grade PREPARE unit. Students learn that a planning strategy is part of preparation: brainstorming, freewriting, and mapping each organize thinking differently, and the writer chooses the one that fits the genre and the job. Using the High-Stamina "Dream" and "Serve," students match planning routes to writing jobs, then plan and develop a personal narrative and revise for sentence structure.

BIG Goal: Students will choose and justify both a response genre and a planning strategy that fit the topic, purpose, and audience, then plan and draft a personal narrative.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 4 TEKS breakout — quoted verbatim, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)
11(A)(i)	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
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including singular nouns
11(D)(ix)	edit drafts using standard English conventions, including common nouns
11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students select a genre AND a planning strategy for a topic, purpose, and audience before drafting.
- Students compose personal narrative writing using TRAILS, purposeful craft, varied sentence lengths and types, and audience-aware details.
- Students complete a sentence-structure revision on their own draft, not only in isolation.

- Students edit a student-written sentence for complete simple sentences with subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.
- Students explain planning and genre choices aloud and in writing.

Module 3 — TEKS and ELPS (Prepare · from the Scope & Sequence)

These are the standards listed for Prepare in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

- (11)(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

Writing Genre

- (12)(A)(i) compose literary texts such as personal narratives and poetry using genre characteristics
- (12)(A)(ii) compose literary texts such as personal narratives and poetry using craft

Revising

- (11)(C)(i) revise drafts to improve sentence structure

Editing

- (11)(D)(i), (vii), (ix), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; singular and common nouns; and correct spelling of high-frequency words

ELPS — Prepare (from the Scope & Sequence)

Writing Process

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(F)(i)–(iii), (v)–(vii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(viii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience

Revising

- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Editing

- 4(B)(ii) write text following conventional spelling rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Language Domains

This module builds all four language domains as students choose planning strategies and develop a narrative. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In Listen, Decide, and Defend, students hear two routes and choose the one that best fits the writing job.
Speaking	Students defend each Genre Route Relay decision with a writing-job reason and coach a partner through the decision chain.
Reading	Students read the High versions of "Dream" and "Serve" to find the thinking a planning strategy will need to organize.
Writing	Students plan with a justified strategy, develop a personal narrative with TRAILS, and revise for structure.

Module 3 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can choose a planning strategy — brainstorm, freewrite, or map — that fits the job.
- I can explain how my planning strategy organizes the thinking my genre needs.
- I can revise at least two sentences for stronger structure.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will compare planning strategies before I choose one.
- I will justify my planning route with the thinking the job requires.
- I will develop an experience with TRAILS rather than list events.

Success Criteria

- I can name a genre and a planning strategy and justify both.
- I can explain why my planning strategy fits the job.
- I can develop the important moment so my reader can feel it.
- I can revise two sentences for structure and edit conventions.

Evidence That Will Demonstrate Mastery

- The Day 2 Genre Route Relay recording sheet.
- The Day 3 personal narrative with a justified planning strategy and a TRAILS plan.
- The Day 5 PREPARE Coach explanation.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

You may read a passage aloud, reread it, and let students use the Genre Compass, planning-strategy cards, and TRAILS anchor charts. You may provide sentence frames and oral rehearsal. You may not choose the planning strategy for a student or write their narrative. The student must still select a genre and a planning strategy, justify both, plan with TRAILS, and draft independently.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the three planning strategies.	Supported. The teacher may show the strategy cards.	The student names brainstorm, freewrite, and map.
Inferential	Match a planning strategy to a writing job.	Guided on Days 1 and 2, independent by Day 3.	The student explains why a strategy fits the thinking the job needs.
Evaluative	Plan and develop a narrative and revise for structure.	Partner discussion on Day 3, independent by Day 5.	The student justifies a planning route and improves two sentences.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
One planning strategy is always best.	The student always picks the same tool.	There is no universal winner; the test is whether the tool organizes the thinking this job needs.
Any plan works for any job.	The student maps a job that needs quick idea generation.	Match the tool to the thinking: brainstorm to generate, freewrite to uncover, map to connect.
A plan is a finished worksheet.	The student treats the plan as the product.	The plan organizes thinking so the draft is stronger.
Revising means making sentences longer.	The student adds words without changing structure.	Revise structure to show relationships among ideas.

Educator Insight

Students may treat the "best" planning strategy as a rule. There is no universal winner. The evidence is whether the strategy helps this writer organize the thinking required by this task. Accept alternate strategies when students can justify them and produce a usable plan.

Module 3 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a task and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or the writing job.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a genre and planning choice.
Level 5	Blue	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.

Module 3: Choose the Route and the Planning Strategy

Focus: matching a planning strategy to the genre and the thinking the job requires.

Level	Student Thinking	HABIT / Task
Recall	Name the three planning strategies.	Identify: State brainstorm, freewrite, and map.
Skill	Match a planning strategy to a writing job.	Categorize: Place a Genre Route Relay card and defend it.
Strategic	Justify the planning route for the thinking the job needs.	Connect: Explain how the tool organizes the thinking.
Extended	Plan and develop a narrative and revise it.	Analyze & Create: Produce a usable plan and a stronger draft.

 Teacher Script

“Class, this week we plan on purpose. We start with Recall, naming the planning strategies. Then Skill, matching a strategy to a job. At the Strategic level, we justify the route for the thinking the job needs. Finally, at the Extended level, you plan and develop a narrative. This is how prepared writers organize their thinking!”

Oral-Rehearsal Frame: The Planning Connection **Teacher Script**

“Let's rehearse out loud. My genre is _____. My planning strategy is _____ because it helps me _____ (generate, uncover, or connect) the thinking this job needs. On the state writing assessment, you will plan before you draft, so choosing a strategy on purpose will help you all year.”

Module 3 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

“This week we preview the words writers use to talk about planning and organizing thought. We will use everyday words, academic writing words, and words from our passages.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
plan	to decide the steps before you begin	My plan is to ____.
choose	to pick on purpose	I choose ____ because ____.
help	to make things easier or better for someone	I chose to help by ____.
notice	to see or pay attention to something	I noticed a way to ____.
change	to become different	The moment that changed me was ____.
decide	to make up your mind	I decided to ____.
share	to give part of what you have to others	I shared ____ with ____.
story	a telling of events, real or imagined	My story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
try	to make an effort to do something	I will try to ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
strategy	a planned way of doing something	My planning strategy is ____.
mapping	drawing how ideas connect	I used mapping to show ____.
sequence	the order in which things happen	The sequence of events is ____.
relevant	closely connected to the topic or job	This detail is relevant because ____.
transition	a word or phrase that connects ideas	The transition connects ____ to ____.
revise	to improve ideas, organization, or sentences	I revised ____.
brainstorm	a planning strategy that lists many ideas quickly	I brainstormed ____.
freewrite	a planning strategy of writing without stopping to find ideas	I freewrote about ____.
genre	a kind of writing, such as narrative or informative	The genre that fits is ____.
draft	an early version of a piece of writing	In my draft I ____.

Tier 3 Vocabulary — Passage and Concept Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
determination	di-tur-muh-NAY-shun	the choice to keep working toward a goal	Determination helped ____.
contribution	kon-truh-BYOO-shun	something helpful a person gives	My contribution can be ____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by ____.
opportunity	op-er-TOO-nuh-tee	a chance to do something	One opportunity to help is ____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
participation	par-tis-uh-PAY-shun	taking part in something with others	Participation looks like ____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is ____.
service	SUR-vis	helping others and the community	Service means ____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, ____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by ____.



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 3 — Background Knowledge and Teacher Context

This module uses the High-Stamina versions of two fiction passages connected to real history. "Dream" (1,074 words) follows a child at Dr. Martin Luther King Jr.'s march who moves from listening to realizing what she herself can do. "Serve" (1,589 words) is a detailed interview in which a granddaughter learns from her grandfather about President John F. Kennedy's 1961 inauguration, the call to serve, and the Peace Corps.

More Background for the Teacher

The longer passages carry more connected thinking — more people, ideas, events, and reflections — which is exactly why Module 3 focuses on planning. Because a job with many connected ideas needs a different plan than a job that needs quick idea generation, students learn to match a planning strategy to the thinking the genre requires: brainstorm to generate options, freewrite to uncover moment-by-moment thinking, and map to make relationships and sequence visible.

There is no single "best" planning strategy. The evidence is whether the tool helps this writer organize the thinking this task requires. Module 3 adds the Brainstorm/Freewrite/Map decision to the Genre Compass, Audience Lens, and TRAILS from earlier modules.

Module 3 — Materials and Teacher Preparation

Anchor Charts to Create

- Genre Compass: Topic to Purpose to Audience to Genre to Planning Strategy
- Planning Strategies: Brainstorm (generate), Freewrite (uncover), Map (connect)
- Planning Route Decision: match the strategy to the thinking the job needs
- TRAILS Review
- Revision vs. Editing: structure and meaning versus conventions

Materials

- High-Stamina copies of "Dream" and "Serve"
- Brainstorm / Freewrite / Map strategy cards
- Topic / Purpose / Audience triads
- Planning Route decision sheets
- TRAILS planners
- Interactive notebooks, a timer, sticky notes, and revision strips

Quick Teacher Reference — This Module

- Reading source: "Dream" + "Serve" at the High-Stamina level.
- Planning standard: genre selection for topic, purpose, and audience.
- Formal composition: personal narrative using genre characteristics and craft.
- Revision: improve sentence structure.
- Editing: complete simple sentences and subject-verb agreement; singular nouns; common nouns; high-frequency spelling.
- Auditory routine: Listen, Decide, and Defend.

Module 3 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the prepared-writer HABIT: the plan matches the job. Use one whenever the class changes activities, when energy dips, or right before a new writing task.

This Module's Routine: "Plan Signal"

Teacher Script

"Tiny Time! I will name a planning strategy. Show it — quick tapping fingers for BRAINSTORM (generate), a flowing hand for FREEWRITE (uncover), or linked fingers for MAP (connect) — then whisper what that strategy helps a writer do."

How to run it:

- Signal the class and get all eyes on you.
- Name a strategy (for example, "map").
- Students show the matching signal, then whisper what it helps a writer do.
- Name two or three strategies in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the strategy each time so the Tiny Time stays fresh all week.

Module 3 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 3 — The Genre Compass, Planning Strategies, and TRAILS

Teacher Script

"We know the Genre Compass and the Audience Lens. This week we add the planning decision: after we choose a genre, we choose a planning strategy that organizes the thinking that genre needs."

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

The Three Planning Strategies

Strategy	What It Does Best	Choose It When You Need To...
Brainstorm	generate many ideas quickly	list possible reasons, examples, or actions before choosing the strongest
Freewrite	uncover thinking by writing without stopping	find the moment-by-moment thoughts and feelings inside an experience
Map	show how ideas connect	organize categories, relationships, and sequence around a central idea

The PREPARE Decision — Six Steps

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select the planning strategy that organizes the thinking the genre needs.
6. For formal narrative work, use TRAILS to develop the experience.

TRAILS — Narrative Anatomy

TRAILS Element	What It Develops
T — Topic or Experience	Names the experience the narrative will develop.
R — Relationships	The people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	The discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S — Setting	Where and when the experience happens, with details that make the place real.



Teacher Script

“There is no single best planning strategy. The test is whether the tool organizes the thinking this job needs. A brainstorm generates, a freewrite uncovers, and a map connects.”

Module 3 — TRACKS: Reading the Passages for Evidence

Before students choose a genre and plan, they read the High-Stamina "Dream" and "Serve" and TAP the TRACKS to find the six kinds of measurable evidence. This helps students collect the details a planning strategy will need to organize.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

“As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. Marking the TRACKS helps us collect details we might use differently for different readers.”

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Dream (Dr. Martin Luther King Jr.)

[1] I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.

[2] Some people carried colorful signs with hopeful messages. Others sang songs together, while families talked quietly as they waited for the program to begin. Children rested on their parents' shoulders so they could see above the crowd, and volunteers carefully passed cups of water to people who had been standing in the sunshine for a long time.

[3] I was only eight years old, and everything around me seemed important and unforgettable.

[4] "Why did everyone come here today?" I asked Mama as we slowly moved forward.

[5] She looked down at me and smiled.

[6] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."

[7] I nodded, although I was still trying to understand exactly what she meant.

[8] The afternoon was warm, and my feet were getting tired from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.

[9] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this."

[10] I looked around again, wondering what I would remember.

[11] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive memorial rising above us or the reflection of sunlight on the water nearby. Maybe I would remember the excitement in the voices of the people around me.

[12] Then Dr. Martin Luther King Jr. stepped forward to speak.

[13] Almost immediately, the people around us became quiet.

[14] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, and hope for the future. Some of his words were unfamiliar to me, and some of his sentences were longer than the ones I usually heard in school, so I listened carefully and tried to understand his message.

[15] Then he began speaking about a dream.

[16] That was a word I understood immediately.

[17] Dream.

[18] I had dreams all the time. I dreamed about becoming a teacher, visiting interesting places, learning to play the piano, and someday having a puppy of my own. Until that afternoon, however, I had never considered that an entire country could share a dream.

[19] I looked up at Mama and noticed tears shining in her eyes.

[20] “Why are you crying?” I whispered.

[21] She leaned closer so I could hear her answer.

[22] “Because I want that dream for you,” she said.

[23] “What kind of dream?”

[24] “A dream where every person is treated with kindness and respect,” she explained. “A dream where children have opportunities to learn, grow, and become the people they are capable of becoming.”

[25] I looked back toward Dr. King and listened even more carefully.

[26] Suddenly, the speech seemed different to me. It was not only about important leaders, grown-up decisions, or events that had happened long before I was born. It was also about ordinary families, neighborhoods, classrooms, and children like me.

[27] I imagined a school where every student felt welcome and appreciated. I pictured children sharing crayons, books, playground equipment, and ideas without leaving anyone behind. I imagined teachers encouraging every student to work hard and discover something wonderful about the future.

[28] As Dr. King continued speaking, my imagination traveled even farther.

[29] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance. I imagined people listening patiently when someone else had a different experience or idea.

[30] The more I listened, the more I understood that a dream was not only something that happened while a person slept.

[31] A dream could also be a possibility.

[32] It could be something people hoped for, prepared for, and worked toward together.

[33] Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, “That is the future I want too.”

[34] His words stayed in my mind.

[35] I wondered what I could do to help create a better future. I was only eight years old, so I knew I could not solve enormous problems by myself, but perhaps I could begin with smaller actions.

[36] I could invite someone new to play at recess.

[37] I could help a classmate who was having difficulty with an assignment.

[38] I could listen when someone needed encouragement.

[39] I could be respectful, responsible, patient, and generous.

[40] Maybe important changes did not always begin with something enormous. Maybe

sometimes they began with one thoughtful decision, followed by another.

[41] When Dr. King finished speaking, the crowd erupted with applause and celebration. People cheered, hugged one another, and smiled with excitement. Mama wrapped her arms around me so tightly that I started laughing.

[42] “You are squeezing me!” I told her.

[43] She laughed too and finally let go.

[44] As we began our journey home, my feet still hurt and I was exhausted from the long afternoon, but I did not complain. My mind was too busy remembering everything I had experienced.

[45] Mama eventually asked, “What will you remember most about today?”

[46] I thought about the enormous crowd, the peaceful songs, the bright sunshine, the impressive memorial, and Dr. King’s powerful voice.

[47] Then I thought about the dream.

[48] “That a dream can belong to everyone,” I answered.

[49] Mama smiled.

[50] “And what will you do with that dream?” she asked.

[51] I looked out the window and watched the buildings disappear behind us as we traveled farther away.

[52] For several moments, I considered her question carefully.

[53] “I think I will try to help it come true,” I finally said.

[54] Mama reached over and squeezed my hand again.

[55] I was only eight years old, but that afternoon I learned something important that I would carry with me for many years.

[56] A dream can begin as an idea, grow through determination, and become stronger when people share it with others.

[57] Most importantly, I learned that even a child can participate in making the world a kinder, more hopeful, and more welcoming place.

Student Annotation Guide — Dream (Dr. Martin Luther King Jr.)

T — Time

only eight years old

R — Reactions

tears shining in her eyes; Because I want that dream for you; the crowd erupted with applause; I think I will try to help it come true

A — Actions

Some people carried colorful signs; I imagined a school where every student felt welcome; I could help a classmate

C — Character/Concept/Creature

Mama; Dr. Martin Luther King Jr.

K — Key Knowledge

a dream can belong to everyone

S — Scenery/Setting

the Lincoln Memorial

TRACKS EVIDENCE HIGHLIGHTING — Dream (Dr. Martin Luther King Jr.)

[1] I held **Mama's** hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.

[2] **Some people carried colorful signs** with hopeful messages. Others sang songs together, while families talked quietly as they waited for the program to begin. Children rested on their parents' shoulders so they could see above the crowd, and volunteers carefully passed cups of water to people who had been standing in the sunshine for a long time.

[3] I was **only eight years old**, and everything around me seemed important and unforgettable.

[4] "Why did everyone come here today?" I asked **Mama** as we slowly moved forward.

[5] She looked down at me and smiled.

[6] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."

[7] I nodded, although I was still trying to understand exactly what she meant.

[8] The afternoon was warm, and my feet were getting tired from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. **Mama** noticed my uncomfortable expression and gave my hand a gentle squeeze.

[9] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this."

[10] I looked around again, wondering what I would remember.

[11] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive memorial rising above us or the reflection of sunlight on the water nearby. Maybe I would remember the excitement in the voices of the people around me.

[12] Then **Dr. Martin Luther King Jr.** stepped forward to speak.

[13] Almost immediately, the people around us became quiet.

[14] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, and hope for the future. Some of his words were unfamiliar to me, and some of his sentences were longer than the ones I usually heard in school, so I listened carefully and tried to understand his message.

[15] Then he began speaking about a dream.

[16] That was a word I understood immediately.

[17] Dream.

[18] I had dreams all the time. I dreamed about becoming a teacher, visiting interesting places, learning to play the piano, and someday having a puppy of my own. Until that afternoon, however, I had never considered that an entire country could share a dream.

[19] I looked up at Mama and noticed tears shining in her eyes.

[20] “Why are you crying?” I whispered.

[21] She leaned closer so I could hear her answer.

[22] “Because I want that dream for you,” she said.

[23] “What kind of dream?”

[24] “A dream where every person is treated with kindness and respect,” she explained. “A dream where children have opportunities to learn, grow, and become the people they are capable of becoming.”

[25] I looked back toward Dr. King and listened even more carefully.

[26] Suddenly, the speech seemed different to me. It was not only about important leaders, grown-up decisions, or events that had happened long before I was born. It was also about ordinary families, neighborhoods, classrooms, and children like me.

[27] I imagined a school where every student felt welcome and appreciated. I pictured children sharing crayons, books, playground equipment, and ideas without leaving anyone behind. I imagined teachers encouraging every student to work hard and discover something wonderful about the future.

[28] As Dr. King continued speaking, my imagination traveled even farther.

[29] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance. I imagined people listening patiently when someone else had a different experience or idea.

[30] The more I listened, the more I understood that a dream was not only something that happened while a person slept.

[31] A dream could also be a possibility.

[32] It could be something people hoped for, prepared for, and worked toward together.

[33] Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, “That is the future I want too.”

[34] His words stayed in my mind.

[35] I wondered what I could do to help create a better future. I was only eight years old, so I knew I could not solve enormous problems by myself, but perhaps I could begin with smaller actions.

[36] I could invite someone new to play at recess.

[37] I could help a classmate who was having difficulty with an assignment.

[38] I could listen when someone needed encouragement.

[39] I could be respectful, responsible, patient, and generous.

[40] Maybe important changes did not always begin with something enormous. Maybe

sometimes they began with one thoughtful decision, followed by another.

[41] When Dr. King finished speaking, the crowd erupted with applause and celebration. People cheered, hugged one another, and smiled with excitement. Mama wrapped her arms around me so tightly that I started laughing.

[42] “You are squeezing me!” I told her.

[43] She laughed too and finally let go.

[44] As we began our journey home, my feet still hurt and I was exhausted from the long afternoon, but I did not complain. My mind was too busy remembering everything I had experienced.

[45] Mama eventually asked, “What will you remember most about today?”

[46] I thought about the enormous crowd, the peaceful songs, the bright sunshine, the impressive memorial, and Dr. King’s powerful voice.

[47] Then I thought about the dream.

[48] “That a dream can belong to everyone,” I answered.

[49] Mama smiled.

[50] “And what will you do with that dream?” she asked.

[51] I looked out the window and watched the buildings disappear behind us as we traveled farther away.

[52] For several moments, I considered her question carefully.

[53] “I think I will try to help it come true,” I finally said.

[54] Mama reached over and squeezed my hand again.

[55] I was only eight years old, but that afternoon I learned something important that I would carry with me for many years.

[56] A dream can begin as an idea, grow through determination, and become stronger when people share it with others.

[57] Most importantly, I learned that even a child can participate in making the world a kinder, more hopeful, and more welcoming place.

PASSAGE 2 — Serve (President John F. Kennedy)

[1] “Tell me again about President Kennedy,” I said as I placed my recorder carefully on the kitchen table between us.

[2] Grandpa smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy’s inauguration.

[3] “Those were exciting days,” Grandpa began. “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.”

[4] I opened my notebook, clicked my pen, and wrote the date across the top of the page.

[5] “What did President Kennedy care about most?” I asked.

[6] Grandpa paused for a moment because, as he often told me, important questions deserved careful answers.

[7] “He cared about many things,” Grandpa said. “But one idea came up again and again. He wanted Americans to think about service, responsibility, and participation. He believed people should not simply wait for someone else to improve the world around them.”

[8] I wrote down the words service, responsibility, and participation.

[9] “Were those ideas part of the speech?” I asked.

[10] “Yes,” Grandpa said. “Before the inauguration in 1961, many people around President Kennedy discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations.”

[11] My eyes widened.

[12] “You actually talked about the speech before he gave it?”

[13] Grandpa laughed softly.

[14] “Not every sentence, of course. President Kennedy and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, and the responsibility people have to contribute to their communities.”

[15] I leaned closer because this was the part I had been waiting to hear.

[16] “What did you say?”

[17] Grandpa looked toward the window for a moment, almost as if he were looking back through time.

[18] “I remember saying that people sometimes think government is only about what leaders do for citizens,” he explained. “But citizenship is also about what citizens do for

one another. A strong country is built when people participate, cooperate, and serve.”

[19] I underlined that sentence in my notebook.

[20] Grandpa continued.

[21] “President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give.”

[22] I stopped writing.

[23] “What can we give?” I repeated.

[24] Grandpa nodded.

[25] “Exactly. That was the heart of it.”

[26] I liked that idea, but I was not sure I completely understood it.

[27] “Give what?” I asked. “Money?”

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, and encouragement. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[29] That sounded much bigger than I had expected.

[30] “So when President Kennedy talked about helping the country, he was really talking about helping people too?”

[31] “Very much so,” Grandpa said.

[32] Then he told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[33] “It was extremely cold,” Grandpa said. “There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face.”

[34] “Were there lots of people?” I asked.

[35] “Thousands,” he said. “Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment.”

[36] I tried to imagine Grandpa as a younger man standing outside in the cold.

[37] “Were you nervous?”

[38] Grandpa smiled.

[39] “A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together.”

[40] He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

[41] Then came the part Grandpa had never forgotten.

[42] “When he challenged Americans to think about what they could do for their country,” Grandpa said, “I felt something change in the crowd.”

[43] “What do you mean?”

[44] “It was not loud at first,” he explained. “It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation.”

[45] I wrote the word active beside citizenship.

[46] “What did you think when you heard it?” I asked.

[47] Grandpa’s expression became serious, although he was still smiling.

[48] “I thought those words could inspire people to act,” he answered. “A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them.”

[49] I liked that sentence so much that I underlined it twice.

[50] “So a speech can start something?”

[51] “Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.”

[52] A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

[53] I had heard of the Peace Corps, but I did not know much about it.

[54] “What was the Peace Corps supposed to do?” I asked.

[55] “President Kennedy wanted Americans to volunteer in communities around the world,” Grandpa explained. “People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training.”

[56] “Did they go to other countries?”

[57] “Yes,” Grandpa said. “And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills.”

[58] I thought about that.

[59] “So they were helping, but they were learning too?”

[60] “Exactly,” Grandpa said. “Good service is not about acting as if you are better than someone else. It is about working together.”

[61] That made sense to me.

[62] “Was the Peace Corps connected to the same idea as the speech?”

[63] Grandpa smiled.

[64] “Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even

one nation.”

[65] I looked down at my notes and realized how many times I had written the word service.

[66] “So service does not have to be something huge?” I asked.

[67] “Not at all,” Grandpa replied. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute.”

[68] I tapped my pencil against my notebook.

[69] “What about kids?”

[70] Grandpa leaned forward.

[71] “Kids can serve too.”

[72] “How?”

[73] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[74] I smiled.

[75] “Those things do not sound very presidential.”

[76] Grandpa laughed.

[77] “No, but they are important. Service does not need a microphone, a government building, or a famous speech.”

[78] I thought about that for a moment.

[79] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[80] “So the big idea is really about helping?” I asked.

[81] “Helping is part of it,” Grandpa said. “But I would add caring, cooperating, and choosing to take responsibility. Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

[82] I looked at my recorder and realized we had been talking for much longer than I expected.

[83] Before I turned it off, I asked one final question.

[84] “Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?”

[85] He considered my question carefully.

[86] “I hoped they would remember the message,” he said. “Not because the words

sounded impressive, but because the idea matters in every generation.”

[87] “What idea?”

[88] Grandpa smiled.

[89] “That a country becomes stronger when people serve one another.”

[90] I switched off my recorder, but I did not close my notebook.

[91] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, and action.

[92] Then I wrote one final sentence at the bottom of the page.

[93] A better world begins when we stop asking only what we can receive and start asking, What can I give?

[94] Grandpa read the sentence over my shoulder.

[95] “That,” he said, “is a message worth remembering.”

[96] I smiled and circled the words.

[97] For the first time, I understood why Grandpa had remembered that cold January day for so many years.

[98] He had not only heard a president deliver a famous speech.

[99] He had heard an invitation.

[100] And now, many years later, he was passing that invitation to me.

Student Annotation Guide — Serve (President John F. Kennedy)

T — Time

the inauguration in 1961; January 20, 1961

R — Reactions

those words could inspire people to act

A — Actions

delivered his inaugural address; volunteer in communities around the world; help a classmate who is having difficulty

C — Character/Concept/Creature

President Kennedy; Grandpa

K — Key Knowledge

service, responsibility, and participation; serving your country can also mean serving other people; a country becomes stronger when people serve one another

TRACKS EVIDENCE HIGHLIGHTING — Serve (President John F. Kennedy)

[1] “Tell me again about **President Kennedy**,” I said as I placed my recorder carefully on the kitchen table between us.

[2] **Grandpa** smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how **Grandpa** had helped during the months leading up to Kennedy’s inauguration.

[3] “Those were exciting days,” **Grandpa** began. “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.”

[4] I opened my notebook, clicked my pen, and wrote the date across the top of the page.

[5] “What did **President Kennedy** care about most?” I asked.

[6] **Grandpa** paused for a moment because, as he often told me, important questions deserved careful answers.

[7] “He cared about many things,” **Grandpa** said. “But one idea came up again and again. He wanted Americans to think about **service, responsibility, and participation**. He believed people should not simply wait for someone else to improve the world around them.”

[8] I wrote down the words **service, responsibility, and participation**.

[9] “Were those ideas part of the speech?” I asked.

[10] “Yes,” **Grandpa** said. “Before **the inauguration in 1961**, many people around **President Kennedy** discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations.”

[11] My eyes widened.

[12] “You actually talked about the speech before he gave it?”

[13] **Grandpa** laughed softly.

[14] “Not every sentence, of course. **President Kennedy** and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, and the responsibility people have to contribute to their communities.”

[15] I leaned closer because this was the part I had been waiting to hear.

[16] “What did you say?”

[17] **Grandpa** looked toward the window for a moment, almost as if he were looking back through time.

[18] “I remember saying that people sometimes think government is only about what leaders do for citizens,” he explained. “But citizenship is also about what citizens do for

one another. A strong country is built when people participate, cooperate, and serve.”

[19] I underlined that sentence in my notebook.

[20] Grandpa continued.

[21] “President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give.”

[22] I stopped writing.

[23] “What can we give?” I repeated.

[24] Grandpa nodded.

[25] “Exactly. That was the heart of it.”

[26] I liked that idea, but I was not sure I completely understood it.

[27] “Give what?” I asked. “Money?”

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, and encouragement. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[29] That sounded much bigger than I had expected.

[30] “So when President Kennedy talked about helping the country, he was really talking about helping people too?”

[31] “Very much so,” Grandpa said.

[32] Then he told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[33] “It was extremely cold,” Grandpa said. “There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face.”

[34] “Were there lots of people?” I asked.

[35] “Thousands,” he said. “Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment.”

[36] I tried to imagine Grandpa as a younger man standing outside in the cold.

[37] “Were you nervous?”

[38] Grandpa smiled.

[39] “A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together.”

[40] He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

[41] Then came the part Grandpa had never forgotten.

[42] “When he challenged Americans to think about what they could do for their country,” Grandpa said, “I felt something change in the crowd.”

[43] “What do you mean?”

[44] “It was not loud at first,” he explained. “It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation.”

[45] I wrote the word active beside citizenship.

[46] “What did you think when you heard it?” I asked.

[47] Grandpa’s expression became serious, although he was still smiling.

[48] “I thought those words could inspire people to act,” he answered. “A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them.”

[49] I liked that sentence so much that I underlined it twice.

[50] “So a speech can start something?”

[51] “Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.”

[52] A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

[53] I had heard of the Peace Corps, but I did not know much about it.

[54] “What was the Peace Corps supposed to do?” I asked.

[55] “President Kennedy wanted Americans to volunteer in communities around the world,” Grandpa explained. “People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training.”

[56] “Did they go to other countries?”

[57] “Yes,” Grandpa said. “And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills.”

[58] I thought about that.

[59] “So they were helping, but they were learning too?”

[60] “Exactly,” Grandpa said. “Good service is not about acting as if you are better than someone else. It is about working together.”

[61] That made sense to me.

[62] “Was the Peace Corps connected to the same idea as the speech?”

[63] Grandpa smiled.

[64] “Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even

one nation.”

[65] I looked down at my notes and realized how many times I had written the word service.

[66] “So service does not have to be something huge?” I asked.

[67] “Not at all,” Grandpa replied. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute.”

[68] I tapped my pencil against my notebook.

[69] “What about kids?”

[70] Grandpa leaned forward.

[71] “Kids can serve too.”

[72] “How?”

[73] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[74] I smiled.

[75] “Those things do not sound very presidential.”

[76] Grandpa laughed.

[77] “No, but they are important. Service does not need a microphone, a government building, or a famous speech.”

[78] I thought about that for a moment.

[79] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[80] “So the big idea is really about helping?” I asked.

[81] “Helping is part of it,” Grandpa said. “But I would add caring, cooperating, and choosing to take responsibility. Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

[82] I looked at my recorder and realized we had been talking for much longer than I expected.

[83] Before I turned it off, I asked one final question.

[84] “Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?”

[85] He considered my question carefully.

[86] “I hoped they would remember the message,” he said. “Not because the words

sounded impressive, but because the idea matters in every generation.”

[87] “What idea?”

[88] Grandpa smiled.

[89] “That a country becomes stronger when people serve one another.”

[90] I switched off my recorder, but I did not close my notebook.

[91] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, and action.

[92] Then I wrote one final sentence at the bottom of the page.

[93] A better world begins when we stop asking only what we can receive and start asking, What can I give?

[94] Grandpa read the sentence over my shoulder.

[95] “That,” he said, “is a message worth remembering.”

[96] I smiled and circled the words.

[97] For the first time, I understood why Grandpa had remembered that cold January day for so many years.

[98] He had not only heard a president deliver a famous speech.

[99] He had heard an invitation.

[100] And now, many years later, he was passing that invitation to me.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
TEKS 12(A)(i)	compose literary texts using genre characteristics
ELPS 4(D)(iii)	write content-area texts using a variety of transition words

Day 1 Purpose

Students reveal how choosing a planning strategy is part of genre preparation.

★ Daily Deck Slide (M3-04 - Choose the Route + the Plan)

Write on the board: TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

G — Gather: Fast Response Contrast

Teacher Script

"A source passage does not choose your response genre for you. Your writing job does — and this week, so does the way you plan. We will match a planning strategy to the thinking each job needs."

Read each direction and have students name the route and a planning strategy:

- "Develop a true experience with an important moment." (Expected: Narrative + freewrite or map)
- "Organize several connected facts about civic participation." (Expected: Informative + map)
- "Generate several possible reasons before selecting the strongest." (Expected: Opinion/argumentative + brainstorm)

Reveal the chain one arrow at a time and have students rehearse the words before writing.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select the planning strategy that organizes the thinking the genre needs.
6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using "Dream"

Writing direction: Write a personal narrative for classmates about a time another person's words caused you to see a responsibility differently.

Teacher Script

"Topic = a true experience. Purpose = narrate and reflect. Audience = classmates. Genre = personal narrative. Planning = freewrite to uncover thoughts, then TRAILS to shape the experience."

Teacher Model Using "Serve"

Writing direction: Explain the idea of service to a younger student using clear examples.

Teacher Script

"Topic = service. Purpose = explain. Audience = a younger student. Genre = informative. Planning = map the main idea and examples."

Day 1 Closing

Partner completion: "The response genre comes from the writing job because ____."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 2 Purpose

Students attempt the module decision through the collaborative game Genre Route Relay. The goal is not speed alone; every placement must be defended with a writing-job reason.

★ Daily Deck Slide (M3-05 - Genre Route Relay)

Write on the board: Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Choose or confirm the planning route. Defend the decision before earning the point.

Group Roles

- Reader — reads the whole writing situation without emphasizing clue words.
- Decision Maker — states the proposed genre and strategy.
- Evidence Speaker — proves the choice using topic, purpose, and audience.
- Checker — compares the decision with the Response Ecosystem and invites a respectful challenge.



Task Card #1

Write a personal narrative about a moment when you chose to include someone.
- Best route: Narrative + freewrite/TRAILS. Reason: Freewriting can uncover the moment; TRAILS organizes the experience.



Task Card #2

Explain three ways students can serve a community.

- Best route: Informative + map. Reason: A map organizes categories and examples around a central idea.

**Task Card #3**

Generate a school-service proposal for classmates to evaluate.

- Best route: Opinion/argumentative + brainstorm. Reason: Brainstorming generates possible reasons and actions before selection.

**Task Card #1**

Write a formal request to a community organization for supplies.

- Best route: Correspondence + brainstorm. Reason: A brainstorm efficiently collects the request, reason, details, and audience needs.

**Task Card #2**

Investigate one historical program connected to public service.

- Best route: Research + map. Reason: Mapping questions, sources, facts, and connections supports inquiry.

**Task Card #3**

Write a poem about hope moving from one person to another.

- Best route: Poetry + freewrite. Reason: Freewriting can generate images, language, and emotional associations before shaping lines.

**Teacher Script**

 Teacher Script

"An attempt is allowed to change. State your first decision, listen to the group, and revise it when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point. Use respectful disagreement language: 'I see that route. I think ___ fits more strongly because the purpose or audience requires ___.'"

Optional Challenge — Two Defensible Routes

Use a task that could reasonably be written in two genres. Students earn an additional point only when they explain how the purpose would need to shift for the second genre to become the stronger choice.

Day 2 Closing

Students record one decision they changed: "I changed my route from ___ to ___ because ___."

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(i)	compose literary texts using genre characteristics
TEKS 12(A)(ii)	compose literary texts using craft
TEKS 11(C)(i)	revise drafts to improve sentence structure
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 3 Purpose

Students make the reasoning from Day 2 visible, resolve misconceptions, and then use the preparation process independently in a formal personal-narrative task.

D — Discuss the Decision

Choose at least one disputed Day 2 card. Do not simply announce the key; require students to reconstruct the decision.

Discussion Focus 1 — Source Genre versus Response Genre

Teacher Script

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. Use this sentence: "The passage is ___, but the response should be ___ because the writing purpose is ___ for ___." A strong writer can use one source for several writing jobs."

Discussion Focus 2 — Purpose and Audience Evidence

Students select one game card, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision.

Discussion Focus 3 — Planning Strategy Fit

Students compare brainstorming, freewriting, and mapping. Accept more than one strategy when the student can explain how the tool supports the thinking the task requires.

U — Use Independently: Plan and Write a Personal Narrative

Independent Writing Assignment

Prompt: Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience, justify the choice, and revise at least two sentences for stronger structure.

Required PREPARE Header on Student Work

- Topic: _____
- Purpose: _____
- Audience: _____
- Genre: Personal Narrative
- Planning Strategy: Brainstorm / Freewrite / Map
- Justification: This route fits because _____.

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience the narrative will develop.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	Name the discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	State what the writer understands, feels, or carries away.
S — Setting	Name where and when the experience happens and the details that make the place real.

Teacher Conferring Cues

- State the writing job in one sentence.
- Point to the part of your plan that will become the important moment.
- Explain why your planning strategy fits this experience.
- Name one detail your audience needs and one detail it does not need.
- Show where your ending reveals the lasting effect rather than simply stopping.

Standards Application Check

Choose two sentences from your draft and revise them to improve sentence structure. Then check one complete simple sentence for subject-verb agreement, check singular and common nouns in context, and correct high-frequency spelling.

Teacher Model:

- Original: I saw a problem. I thought about it. I made a plan.
- Revision: When I saw the problem, I thought about it carefully and made a plan to help.



Teacher Script

"Revision changed the structure to show how the actions connect. Editing then checks agreement, nouns, and spelling without replacing the meaning."

Day 3 Closing

Students underline one sentence that shows the important moment and star one sentence whose structure they intentionally revised.

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i)	revise drafts to improve sentence structure
TEKS 11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Day 4 Purpose

Students identify evidence that the preparation process improved their writing and then select a specific target for the next writing decision.

A — Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Complete: "I award myself for ___ because my work shows ___." Then name the reader benefit the decision created.

PREPARE Awards

- Genre Match Award — I selected a genre that clearly fits the purpose and audience.
- Audience Lens Award — I chose details, style, or register with my audience in mind.
- Planning Route Award — I selected a planning strategy that helped organize my thinking.
- TRAILS Builder Award — I developed a narrative experience rather than listing events.
- Sentence Architect Award — I revised sentence structure to make meaning clearer.
- Convention Checker Award — I edited agreement, nouns, and high-frequency spelling carefully.

Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, 'My writing is good.' Name the decision, point to the evidence, and explain the benefit. Use this frame: 'I award myself the ___ Award because I ___. This helped my reader ___.'"

T — Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

Target Stems

- My next writing goal is to ____ because ____.
- A decision I still need to practice is ____.
- A curiosity I want to explore is ____.
- A stress point in my preparation was ____, so next time I will ____.
- I will know I improved when ____.

Helpful Target Examples: "I will compare two planning strategies before choosing one." / "I will revise sentence structure to show relationships instead of only making sentences longer."

Day 4 Closing

Partner response frame: "I heard evidence of your growth when you said _____. Your target is specific because _____."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(ii)	compose literary texts using craft
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Day 5 Purpose

Students use their own plan and writing to teach another learner how a writer moves from a writing situation to a justified genre, a planning strategy, and an effective draft.

PREPARE Coach

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision. Teach without reading every sentence from your notes.

Author-Educator Card

- My topic is ____.
- My purpose is ____.
- My audience is ____.
- The formal genre is personal narrative because ____.
- I planned by ____ because ____.
- One TRAILS decision I made is ____.
- One sentence I revised is ____.
- One convention I checked is ____.
- One idea I could transfer to another genre is ____.

Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre and the plan.
- Ask the author to clarify one decision: "Explain the reason you chose ____."
- Give evidence-based feedback rather than a general compliment.

Fresh Recall

Students close notebooks and orally reconstruct the complete preparation chain from memory. Partners then check the sequence against the anchor chart.

Day 5 Closing

Complete aloud: "Preparation makes my writing stronger because ____."

Module 3 — Low, Medium, and High Exemplars

Prompt: Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.

Low Exemplar

- Student Response: "I helped clean up. It was good. Helping is nice. The end." (No planning strategy named.)
- What Is Working: The student names a moment of helping.
- Teacher Notes: There is no planning strategy or justification, and the narrative lists events instead of developing the important moment.
- What Needs Improvement: Choose a planning strategy and justify it, then use TRAILS to develop the moment you recognized a way to help.

Medium Exemplar

- Student Response (planning: "I used a map to connect the people and events"): "Our class garden was full of weeds, and no one wanted to help. I noticed the third-graders looked discouraged. I decided to start pulling weeds during recess. Soon two friends joined me. By Friday, the garden looked cared for again. I learned that starting can help others join."
- What Is Working: The student names and justifies a planning strategy, and the narrative has a setting, an important moment, and a lasting effect.
- Teacher Notes: The plan and narrative work, but the sentences are short and similar, and the reflection could be developed.
- What Needs Improvement: Revise two sentences for varied structure and expand the ending to show the lasting effect.

High Exemplar

- Student Response (planning: "I freewrote first to uncover my thoughts, then used TRAILS"): "The new student, Mateo, ate lunch alone every day, and I kept telling myself someone else would sit with him. One rainy Tuesday, I finally noticed how small he looked at the end of the long table, and something in me shifted. I picked up my tray, walked over, and asked if I could join him. 'Sure,' he said, surprised. We discovered we both loved drawing dragons, and by the end of lunch we were laughing. That day I realized that making a positive difference did not require a big plan - it required noticing, and then choosing to act."
- What Is Working: A justified planning strategy, a vivid setting, precise actions and dialogue, a clear important moment, a genuine reflection, and varied sentence structure.
- Teacher Notes: The plan organized the thinking and the narrative develops an experience - exactly what Module 3 asks for.

Module 3 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can choose and justify a planning strategy and develop a personal narrative.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two High-Stamina passages, Genre Compass and planning-strategy cards, TRAILS anchor chart, Genre Route Relay cards, and student notebooks.
Related TEKS Breakout	11(A)(i) 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
Task	Students perform a formative check in Genre Route Relay and an independent task by planning and drafting a personal narrative.
Expected Response	Students choose a genre and a planning strategy and justify both, then develop an experience with TRAILS.

Informal Assessment

During the lesson, observe Genre Route Relay. Listen for planning-strategy justifications and note whether students explain how the tool organizes the thinking a job needs.

Formative Assessment

The Day 3 personal narrative serves as the formative check. Students name and justify a planning strategy, plan with TRAILS, develop the important moment, and revise two sentences for structure.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Planning Strategy	Must choose and justify a strategy that fits the job.
TRAILS Development	Must develop the important moment and lasting effect.
Sentence Revision	Must revise at least two sentences for structure.
Editing	Must check agreement, nouns, and high-frequency spelling.

Card	Best Route	Reason
Narrative about including someone	Narrative + freewrite/TRAILS	Freewriting uncovers the moment; TRAILS organizes it.
Explain three ways to serve	Informative + map	A map organizes categories and examples.
School-service proposal to evaluate	Opinion/argumentative + brainstorm	Brainstorming generates reasons before selection.
Formal request for supplies	Correspondence + brainstorm	Collects request, reason, details, and audience needs.
Investigate a public-service program	Research + map	Mapping supports questions, sources, and connections.
Poem about hope spreading	Poetry + freewrite	Freewriting generates images and language.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0-5 fingers to show how sure they are they can match a planning strategy to a writing job.
- Visual/Physical — Attempt — Genre Route Relay: As you read a writing job aloud, students hold up a genre card and a planning-strategy card and defend the pair.
- Written — Discuss/Use — One-Sentence Justification: Students write one sentence completing "I chose ___ to plan because it helps me ___."

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion and planning-strategy reasons.
- Look — observe a route pairing or a PREPARE header.
- Collect — have students produce a plan or a narrative draft you can examine.

Intervention — Module 3

Reduce the planning choices to two strategies. Present one writing task and have the student physically move a Genre card and a Strategy card into a decision chain. Require one reason for each placement.

Intervention Recheck

Give one new writing direction with the same decision structure. Mastery evidence is an independently selected route plus a topic-purpose-audience justification, not memorization of the previous answer.

Module 3 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name a planning strategy.	Students name brainstorm, freewrite, or map.	Students always pick the same tool.	There is no universal winner; match the tool to the thinking.
Ask why a strategy fits the job.	Students explain generate, uncover, or connect.	Students choose a strategy with no reason.	Ask what thinking the job needs first.
Ask students to develop, not list.	Students add the important moment and reflection.	Students list events.	Point to the TRAILS "I" and "L" and model developing the moment.

Student Support Quick Reference

If a student...	Support to Provide
Always picks one strategy	Offer two strategy cards and ask which organizes this job.
Chooses a strategy with no reason	Use the frame "This strategy helps me ____ (generate/uncover/connect)."
Lists events instead of an experience	Use the TRAILS planner and model the important moment.
Masters quickly	Route to Module 3 enrichment (two routes, compare, choose).

Enrichment — Module 3

Require students to 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. Challenge: students explain what kind of writing job would make them switch to the other route.

Module 3 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Choose one idea from "Dream" or "Serve" and plan it two different ways — with two different planning strategies. Then choose the plan that would produce the stronger draft and explain why.

Connection to This Module

This week you learned that the plan matches the job. Now prove you can choose a planning strategy on purpose.

Planning Support

1. Name the topic, purpose, and audience.
2. Plan the idea once with one strategy (brainstorm, freewrite, or map).
3. Plan it again with a second strategy.
4. Choose the plan that organizes the thinking better and explain why.

Step	Planning Guide
Step 1: The Job	Name topic, purpose, and audience.
Step 2: Plan One	Which strategy, and what it helped you do.
Step 3: Plan Two	A second strategy, and what it helped you do.

Drafting Space

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.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Use your chosen plan to draft an opening, then revise one sentence to improve its structure.

Edit

Check subject-verb agreement, singular and common nouns, and high-frequency spelling.

Share

Show both plans to a partner. Your partner names which plan they would choose and why.

Module 3 — Auditory Engagement (Active Participation)

Approach: Listen, Decide, and Defend.

Purpose: Students hear two possible genre/planning routes, physically choose one, defend the decision, and revise the choice when a stronger reason is offered.

Listening Target: Listen for the route that best matches the writing job, not the route that sounds easiest.

Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads	Expected Response
"Route A: narrative + freewrite. Route B: narrative + map. Task: develop one important moment with many sensory and thought details."	Route A is usually stronger because freewriting can uncover moment-by-moment thinking; a map may still work if the writer needs relationship structure.
"Route A: correspondence + brainstorm. Route B: correspondence + long story map. Task: request help from a community group."	Route A is stronger because a brainstorm can quickly list purpose, audience needs, requested action, and supporting reasons.
"Route A: personal narrative + map. Route B: personal narrative + random word list. Task: show how several people and events connect to one important moment."	Route A is stronger because mapping makes relationships and sequence visible.
"Route A: informative + freewrite. Route B: informative + no plan. Task: explain three connected ideas from Serve."	Route A is stronger because any purposeful plan is preferable to beginning without organizing thought; a map could also be defended.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

|| Pause Point — Before Choosing a Genre

Stop and think: What is the writing job? Name the topic, purpose, and audience before you name a genre.

|| Pause Point — Choosing the Plan

Stop and think: What thinking does this job need — to generate ideas, to uncover thoughts, or to connect ideas? Choose brainstorm, freewrite, or map to match.

|| Pause Point — Before You Draft

Stop and think: Does my plan organize the thinking my narrative needs? Use TRAILS to shape the important moment before you fill the page.

|| Pause Point — Revise Before You Edit

Stop and think: Revising improves the structure and meaning of a sentence. Editing checks conventions. Fix the structure first, then check agreement, nouns, and spelling.

Module 3 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you plan and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Name the three planning strategies.			
Match a planning strategy to a writing job.			
Justify why my strategy fits the thinking the job needs.			
Develop an important moment with TRAILS.			
Revise two sentences for structure and edit conventions.			

One thing I am proud of:

One thing I want to get better at:

Module 3 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"This week you learned that planning is part of preparation. You matched planning strategies to writing jobs, chose a strategy on purpose, justified it, and used it to plan and develop a narrative. There is no single best plan — the best plan is the one that organizes the thinking your job needs."

Module Overarching Statement — Synthesis

Preparation is a set of decisions, not a single worksheet. Writers choose a genre for the job and a planning strategy that helps them organize the thinking needed for that genre.

Module Essential Question - Answered

How does a writer choose a planning strategy that fits the genre and the thinking the job requires? By naming the thinking the job needs — to generate, uncover, or connect ideas — and choosing brainstorm, freewrite, or map to match, then justifying the choice and using it to organize the draft.

Teacher Reflection - Module 3

Which students choose a planning strategy on purpose and justify it?

Which students still treat one strategy as the only right answer?

Which students used their plan to develop the important moment?

Who is ready for Module 4, where writers make the full genre decision independently and transfer it?

Teacher Notes

MODULE

4

**Independent Genre Decision
and Transfer**

Week 4 • Very High Stamina • Dream + Serve

Module 4: Independent Genre Decision and Transfer

Week 4 - Very High Stamina - Dream + Serve

Preparation Becomes Independence

Teacher Script

"The goal of preparation is independence: students can face a new writing situation, choose a route, explain the choice, and begin with confidence."

Why This Module Matters

This is the capstone of the PREPARE cluster. Students apply the complete Writer Decision Chain without teacher-selected answers. Using the longest, richest versions of "Dream" and "Serve," they defend a genre choice with topic, purpose, and audience evidence, complete a personal narrative, revise and edit, and then explain how the same content would change in another genre. This module is the readiness bridge into the writing clusters ahead.

Module Passage Set — Very High Stamina

The two fiction passages return at their fullest: "Dream" (2,112 words) and "Serve" (2,558 words). The extended texts let students synthesize character experience, civic ideas, reflection, and action, and notice how the same idea changes when the writing job changes.

Module Independent Product

Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the PREPARE conventions.

Module Overarching Statement

Independent writers analyze a new task, select and justify a response genre, plan with an effective strategy, draft, revise, edit, and transfer the same content into another response form.

Module Essential Question

How does an independent writer explain the whole path from a new writing situation to a finished response — and transfer it?

Module 4 — Family Communication

Purpose: Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of what their child is learning this week, a question they can ask at home, and one simple way to help.

This Week at a Glance

- The big skill: independence — analyzing a new writing situation, choosing and justifying a genre and plan, and transferring the same idea into another kind of writing.
- The two reading passages return at their fullest: "Dream" and "Serve."
- The writing your child will produce: a personal narrative about a meaningful experience, with an explanation of why narrative was the best choice.

One Question to Ask at Home



Teacher Script

"If you wrote about this in a different way — a letter, a poem, an explanation — what would you have to change?"

One Way to Help

Ask your child to explain a writing decision from start to finish: the topic, the purpose, the reader, the genre, and the plan. Being able to explain the whole path is the sign of an independent writer.

Family Letter

Dear Families,

This week your child finishes our 4th-grade PREPARE unit. The goal is independence: your child analyzes a new writing situation, chooses and justifies a genre and a planning strategy, writes a personal narrative, revises and edits, and then explains how the same idea would change in another kind of writing. We are reading the fullest versions of "Dream" and "Serve."

Please try this at home: After your child writes or tells about an experience, ask, "How would this change if you wrote it as a letter, or a poem, or an explanation instead of a story?" Noticing what must change — and what can stay — is the transfer thinking we celebrate this week.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija termina nuestra unidad PREPARE de cuarto grado. La meta es la independencia: su hijo o hija analiza una nueva situación de escritura, elige y justifica un género y una estrategia de planificación, escribe una narración personal, revisa y corrige, y luego explica cómo cambiaría la misma idea en otro tipo de escritura. Leemos las versiones más completas de "Dream" y "Serve."

Por favor, intente esto en casa: Después de que su hijo o hija escriba o cuente una experiencia, pregunte: "¿Cómo cambiaría esto si lo escribieras como una carta, un poema o una explicación en lugar de un cuento?" Notar lo que debe cambiar — y lo que puede permanecer — es el pensamiento de transferencia que celebramos esta semana.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 4 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- Can you explain the whole path from a writing situation to a finished piece?
- How would the same idea change if you wrote it as a letter instead of a story?
- What stays the same across genres, and what has to change?
- Tell me about a time an idea or a person changed what you decided to do.

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - One Idea, Two Forms

Pick one small experience. Tell it as a story, then say how you would turn it into a thank-you note. Talk about what changed and what stayed.

Family Activity - Teach It Back

Have your child teach you the decision chain — topic, purpose, audience, genre, strategy — for something they want to write. If they can teach it, they own it.

Module 4 — Lesson Overview and Standards

Lesson Overview

Module 4 completes the 4th-grade PREPARE unit. Students apply the complete Writer Decision Chain independently: they analyze a new writing situation, select and justify a response genre, choose an effective planning strategy, develop a personal narrative, revise and edit, and then transfer the same content into another response form. Using the Very-High-Stamina "Dream" and "Serve," this module is the readiness bridge into the writing clusters ahead.

BIG Goal: Students will independently analyze a task, justify a genre and plan, complete and edit a personal narrative, and explain how the same content would change in another genre.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 4 TEKS breakout — quoted verbatim, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)
11(A)(i)	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
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including singular nouns
11(D)(ix)	edit drafts using standard English conventions, including common nouns
11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students independently select and justify a genre for a topic, purpose, and audience before drafting.
- Students compose personal narrative writing using TRAILS, purposeful craft, varied sentence lengths and types, and audience-aware details.
- Students complete a sentence-structure revision on their own draft, not only in isolation.

- Students edit a student-written sentence for complete simple sentences with subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.
- Students explain their genre, planning, and transfer decisions aloud and in writing.

Module 4 — TEKS and ELPS (Prepare · from the Scope & Sequence)

These are the standards listed for Prepare in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

- (11)(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

Writing Genre

- (12)(A)(i) compose literary texts such as personal narratives and poetry using genre characteristics
- (12)(A)(ii) compose literary texts such as personal narratives and poetry using craft

Revising

- (11)(C)(i) revise drafts to improve sentence structure

Editing

- (11)(D)(i), (vii), (ix), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; singular and common nouns; and correct spelling of high-frequency words

ELPS — Prepare (from the Scope & Sequence)

Writing Process

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(F)(i)–(iii), (v)–(vii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(viii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience

Revising

- 4(D)(i)–(ii) write content-area texts using a variety of sentence lengths and sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Editing

- 4(B)(ii) write text following conventional spelling rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(ii) write content-area-specific text using grammatical structures

Language Domains

This module builds all four language domains as students work independently and transfer their thinking. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In Partner Teach-Back, students listen to a new writing situation carefully enough to teach the decision chain in their own words.
Speaking	Students defend genre decisions in Genre Court and teach their decision chain at the Genre Expert Fair.
Reading	Students read the fullest versions of "Dream" and "Serve" to synthesize experience, ideas, and action across an extended text.
Writing	Students independently plan, draft, revise, and edit a personal narrative, and describe a transfer into a second genre.

Module 4 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can explain the whole decision chain from writing situation to finished draft on my own.
- I can revise sentence structure and edit for the PREPARE conventions.
- I can transfer the same content into another response genre and explain what changes.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will justify my genre and plan with writing-job language, not framework names alone.
- I will complete and edit a personal narrative for a school audience.
- I will explain how the same idea would change in another genre.

Success Criteria

- I can name and justify a genre and plan without the anchor chart.
- I can complete, revise, and edit a personal narrative.
- I can explain one way the same content would change in a second genre.
- I can teach my decision chain to a partner from memory.

Evidence That Will Demonstrate Mastery

- The Day 2 Genre Court recording sheet.
- The Day 3 independent personal narrative with a justification and TRAILS plan.
- The Day 5 Genre Expert Fair explanation, including a transfer idea.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

You may read a passage aloud, reread it, and let students use the anchor charts, sentence frames, and oral rehearsal. You may not make the genre, planning, or transfer decisions for a student or write their narrative. The student must independently analyze the task, select and justify a genre and plan, draft, revise, edit, and explain a transfer.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name each link in the Writer Decision Chain.	Supported early, then faded.	The student states topic, purpose, audience, genre, and strategy.
Inferential	Justify a genre and plan for a new task without teacher-selected answers.	Independent by Day 2.	The student defends choices with writing-job language.
Evaluative	Complete, revise, and edit a narrative and explain a transfer.	Independent by Day 5.	The student produces a finished draft and a clear transfer note.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Naming a framework is the same as explaining a decision.	The student says a label with no writing-job reason.	Require writing-job language: purpose, audience, and what the job needs.
Transfer means rewriting everything.	The student starts over for the second genre.	Show what can stay (the core idea) and what must change (form, details, register).
Independence means no plan.	The student skips planning to look "done."	Independence means owning the plan, not skipping it.
Editing can replace revising.	The student fixes spelling and calls it revised.	Revise structure first for meaning; edit conventions last.

Educator Insight

Independence may expose students who memorized labels without internalizing the decision chain. Listen for explanations that use writing-job language rather than framework names alone. A student who says "CREATURES because it has a C" needs reteaching; a student who says "argumentative because the purpose is to defend a claim for a decision-making audience" shows transfer.

Module 4 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a task and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or the writing job.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a full decision chain.
Level 5	Blue	Reflective	Student connects the decision to the world, transfer, or broader writing habits.

Module 4: Independent Genre Decision and Transfer

Focus: applying the whole Writer Decision Chain independently and transferring content across genres.

Level	Student Thinking	HABIT / Task
Recall	Name each link in the decision chain.	Identify: State topic, purpose, audience, genre, and strategy.
Skill	Defend a genre decision for a new task.	Categorize: Argue a Genre Court case with a writing-job reason.
Strategic	Complete, revise, and edit a narrative independently.	Connect: Own the full path from situation to draft.
Extended	Transfer the same content into another genre.	Analyze & Create: Explain what changes and what stays.

 Teacher Script

"Class, this week we work like independent writers. We start with Recall, naming each decision. Then Skill, defending a genre choice. At the Strategic level, we complete the whole path on our own. Finally, at the Extended level, we transfer the idea into a new genre. This is what preparation was building toward all along!"

Oral-Rehearsal Frame: The Transfer Connection **Teacher Script**

"Let's rehearse out loud. My genre is ____ for this job. If I transferred the same idea into ____ instead, I would keep ____ and change _____. On the state writing assessment, you will face new writing situations, so being able to explain and transfer your decisions will help you all year."

Module 4 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

“This week we preview the words independent writers use to explain and transfer their decisions. We will use everyday words, academic writing words, and words from our passages.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
plan	to decide the steps before you begin	My plan is to ____.
choose	to pick on purpose	I choose ____ because ____.
help	to make things easier or better for someone	I chose to help by ____.
notice	to see or pay attention to something	I noticed a way to ____.
change	to become different	What must change is ____.
decide	to make up your mind	I decided to ____.
share	to give part of what you have to others	I shared ____ with ____.
story	a telling of events, real or imagined	My story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
explain	to make a decision or idea clear	I can explain my choice because ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
synthesis	bringing many ideas together into one whole	My synthesis connects ___ and ___.
transfer	using the same content or skill in a new form or situation	I can transfer this idea into ___.
justify	to give reasons that support a decision	I justify my genre because ___.
conventions	the agreed rules of written language	I checked the conventions in ___.
revision	improving ideas, organization, or sentences	My revision made ___ clearer.
reflection	a writer's thinking about what an experience meant	My reflection shows ___.
genre	a kind of writing, such as narrative or informative	The genre that fits is ___.
draft	an early version of a piece of writing	In my draft I ___.
strategy	a planned way of doing something	My planning strategy is ___.
audience	the reader or readers the writing is for	The audience is ___.

Tier 3 Vocabulary — Passage and Concept Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
significance	sig-NIF-i-kuhns	why something matters or the meaning it carries	The significance of this moment is ____.
courage	KUR-ij	the strength to do what is right even when it is hard	Courage looks like ____.
inclusion	in-KLOO-zhun	making sure everyone is welcomed and included	Inclusion means ____.
participation	par-tis-uh-PAY-shun	taking part in something with others	Participation looks like ____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
service	SUR-vis	helping others and the community	Service means ____.
determination	di-tur-muh-NAY-shun	the choice to keep working toward a goal	Determination helped ____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by ____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is ____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by ____.

Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 4 — Background Knowledge and Teacher Context

This module uses the Very-High-Stamina versions of two fiction passages connected to real history. "Dream" (2,112 words) follows a child through Dr. Martin Luther King Jr.'s march from arrival to lasting resolve. "Serve" (2,558 words) is an extended interview in which a granddaughter learns about President John F. Kennedy's 1961 inauguration, the call to serve, the Peace Corps, and how the message is passed to a new generation.

More Background for the Teacher

The fullest passages carry a year's worth of synthesis — experience, civic ideas, reflection, and action — which is exactly what independence requires. Module 4 asks students to make the complete Writer Decision Chain on their own, defend it with writing-job language, complete and polish a personal narrative, and then transfer the same content into another genre by naming what must change and what can stay.

This module is the PREPARE readiness bridge into the writing clusters ahead. Listen for explanations that use writing-job language (purpose, audience, what the job needs) rather than framework names alone — that is the sign that preparation has become independence.

Module 4 — Materials and Teacher Preparation

Anchor Charts to Create

- Complete Writer Decision Chain
- Response Ecosystem Review
- Planning Strategy Decision Guide
- TRAILS + Personal Narrative Craft
- Revision/Edit Final Sweep

Materials

- Very-High-Stamina copies of "Dream" and "Serve"
- Complete Genre Decision Chain chart
- Genre Court case cards
- Response ecosystem cards
- Planning strategy cards
- TRAILS planners
- Revision and editing checklist
- Interactive notebooks and the Award/Target reflection form
- Genre Expert Fair placards

Quick Teacher Reference — This Module

- Reading source: "Dream" + "Serve" at the Very-High-Stamina level.
- Planning standard: genre selection for topic, purpose, and audience.
- Formal composition: personal narrative using genre characteristics and craft.
- Revision: improve sentence structure.
- Editing: complete simple sentences and subject-verb agreement; singular nouns; common nouns; high-frequency spelling.
- Auditory routine: Partner Teach-Back.

Module 4 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the prepared-writer HABIT: independence means owning the whole decision. Use one whenever the class changes activities, when energy dips, or right before a new writing task.

This Module's Routine: "Chain Check"



Teacher Script

"Tiny Time! I will name a writing situation. Tap out the five links of the decision chain on your fingers — Topic, Purpose, Audience, Genre, Strategy — then whisper the genre you would choose."

How to run it:

- Signal the class and get all eyes on you.
- Name a short writing situation (for example, "ask a community leader for help").
- Students tap the five links, then whisper the genre.
- Name two or three situations in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the situation each time so the Tiny Time stays fresh all week.

Module 4 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 4 — The Complete Writer Decision Chain, TRAILS, and Transfer

Teacher Script

“This week you put the whole PREPARE process together and make it your own. You analyze a new situation, choose and justify a genre and plan, write, revise, edit — and then you transfer the same idea into another genre.”

The Complete Writer Decision Chain

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. This is the same Genre Compass you learned in Modules 1-3, now put together as one complete chain and applied on your own, from memory. The passage gives you content. The writing direction gives you the job. Say the whole chain aloud before you draft.

The PREPARE Decision — Six Steps

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select the planning strategy that organizes the thinking the genre needs.
6. For formal narrative work, use TRAILS to develop the experience.

TRAILS — Narrative Anatomy

TRAILS Element	What It Develops
T — Topic or Experience	Names the experience the narrative will develop.
R — Relationships	The people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	The discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S — Setting	Where and when the experience happens, with details that make the place real.

Transfer — Same Content, New Form

After finishing one response, a strong writer can transfer the same content into another genre. Ask: what can stay (the core idea, the experience) and what must change (the form, the details a reader needs, the register)?



Teacher Script

“Independence is not skipping the plan. It is owning every decision and being able to explain and transfer it. Use writing-job language, not framework names alone.”

Module 4 — TRACKS: Reading the Passages for Evidence

Before students choose a genre and plan, they read the Very-High-Stamina "Dream" and "Serve" and TAP the TRACKS to find the six kinds of measurable evidence. This helps students synthesize the experience, ideas, and action they will draw on across several possible writing jobs.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

“As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. In this longest version, the TRACKS help us synthesize a whole experience we can draw on for several writing jobs.”

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Dream (Dr. Martin Luther King Jr.)

[1] I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this.

[2] There were people everywhere.

[3] Some carried colorful signs with hopeful messages written in large letters. Others sang songs together as they waited. Families talked quietly, children rested on their parents' shoulders, and volunteers carefully passed cups of water through the crowd. Every few minutes, someone nearby would smile at me or say hello to Mama.

[4] I was only eight years old, and everything around me seemed important, exciting, and unforgettable.

[5] "Why did everyone come here today?" I asked Mama as we slowly moved forward.

[6] She looked down at me and smiled.

[7] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."

[8] I nodded, although I was still trying to understand exactly what she meant.

[9] The afternoon was warm, and my feet were beginning to ache from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.

[10] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this day."

[11] I looked around again, wondering what I would remember most.

[12] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive white columns of the Lincoln Memorial rising above us. Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting together.

[13] There were so many sights and sounds that I did not know where to look first.

[14] A little girl standing near us waved at me. She was holding her father's hand, just as I was holding Mama's.

[15] "Did you come from far away?" she asked.

[16] "A few hours," I answered. "Did you?"

[17] She nodded.

[18] "My dad said this is an important day."

[19] "My mama said that too."

[20] We both smiled.

[21] For some reason, knowing that another child was trying to understand everything made me feel better. Maybe I did not have to understand every word or every reason right away. Maybe I could simply listen, observe, and remember.

[22] Then Dr. Martin Luther King Jr. stepped forward to speak.

[23] Almost immediately, the people around us became quiet.

[24] It was surprising how quickly such a huge crowd could become so still.

[25] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, justice, and hope for the future.

[26] Some of his words were unfamiliar to me. Some of his sentences were longer than the ones I usually heard in school. I had to listen carefully, and sometimes I looked at Mama to see whether she understood.

[27] She always seemed to.

[28] Then Dr. King began speaking about a dream.

[29] That was a word I understood immediately.

[30] Dream.

[31] I had dreams all the time.

[32] Sometimes I dreamed while I was asleep, but I also had dreams when I was wide awake. I dreamed about becoming a teacher someday. I dreamed about visiting places I had only seen in books. I dreamed about learning to play the piano without making mistakes. I dreamed about having a puppy that would follow me everywhere.

[33] Until that afternoon, however, I had never considered that an entire country could share a dream.

[34] I looked up at Mama and noticed tears shining in her eyes.

[35] “Why are you crying?” I whispered.

[36] She leaned closer so I could hear her answer.

[37] “Because I want that dream for you,” she said.

[38] “What kind of dream?”

[39] “A dream where every person is treated with kindness and respect,” she explained. “A dream where children have opportunities to learn, grow, and become the people they are capable of becoming.”

[40] I thought about her words.

[41] “Even kids like me?”

[42] “Especially kids like you,” Mama replied.

[43] I looked back toward Dr. King and listened even more carefully.

[44] Suddenly, the speech seemed different to me.

[45] It was not only about important leaders, grown-up decisions, or events that had happened before I was born. It was also about ordinary families, neighborhoods,

classrooms, and children like me.

[46] I imagined my own school.

[47] I pictured a classroom where every student felt welcome and appreciated. I imagined children sharing crayons, books, ideas, and playground equipment without leaving anyone behind. I pictured teachers encouraging every student to work hard, ask questions, make mistakes, and discover something wonderful about the future.

[48] Then my imagination traveled beyond my classroom.

[49] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance.

[50] I imagined people listening patiently when someone else had a different experience or idea.

[51] That seemed important to me.

[52] At school, our teacher often reminded us that listening was just as important as speaking.

[53] “Good listeners learn things they did not know before,” she always said.

[54] As Dr. King continued speaking, I began to understand that people could listen to one another in the same way classmates did.

[55] Maybe communities could learn too.

[56] The more I listened, the more I understood that a dream was not only something that happened while a person slept.

[57] A dream could also be a possibility.

[58] It could begin as a hopeful thought, become a goal, and then grow stronger when people worked toward it together.

[59] Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, “That is the future I want too.”

[60] His words stayed in my mind.

[61] The future.

[62] I had always thought of the future as birthdays, new school years, holidays, and someday becoming a grown-up.

[63] Now I wondered if the future was also something people helped create.

[64] I tugged gently on Mama’s hand.

[65] “Can kids help make the future better too?”

[66] She looked at me with a thoughtful expression.

[67] “Of course,” she said. “You may be young, but the choices you make still matter.”

[68] “What kind of choices?”

[69] “Small ones at first,” she explained. “You can be kind when someone feels lonely. You can help when someone is struggling. You can be honest, responsible, and respectful. You can make someone feel included.”

[70] I considered each idea carefully.

[71] I could invite someone new to play at recess.

[72] I could share my pencils if a classmate forgot one.

[73] I could help someone understand an assignment.

[74] I could listen when a friend needed encouragement.

[75] I could apologize when I made a mistake.

[76] I could speak kindly, even when I felt frustrated.

[77] Those did not seem like enormous actions, but maybe they were important anyway.

[78] I began to wonder if large changes sometimes started with very small decisions.

[79] Perhaps one thoughtful action could encourage another person to act kindly too. Then that person might encourage someone else.

[80] It reminded me of dropping a pebble into a pond.

[81] The pebble was small, but the circles in the water kept spreading outward.

[82] “What are you thinking about?” Mama asked.

[83] “A pebble,” I said.

[84] She looked surprised.

[85] “A pebble?”

[86] I laughed.

[87] “I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.”

[88] Mama smiled.

[89] “I think that is a wonderful way to describe it.”

[90] For the rest of the speech, I tried to remember everything I could.

[91] I listened to the strong rhythm of Dr. King’s voice. I watched the faces of the people around us. I noticed how quiet everyone became when he spoke about hope and how people responded when his words became especially powerful.

[92] I did not understand every sentence.

[93] I knew I would probably need Mama to explain some things later.

[94] But I understood the feeling of the moment.

[95] People believed that improvement was possible.

[96] They believed that hope mattered.

[97] They believed that the future could become brighter when people worked together.

[98] That idea filled me with a surprising amount of energy, even though I had been standing for hours.

[99] When Dr. King finished speaking, the crowd erupted with applause and celebration.

[100] The sound seemed to roll across the entire area.

[101] People cheered. Families hugged one another. Strangers smiled and shook hands.

[102] Mama wrapped her arms around me so tightly that I started laughing.

[103] “You are squeezing me!” I told her.

[104] She laughed too and finally let go.

[105] “I am just happy you were here with me,” she said.

[106] “I am happy too.”

[107] We stayed for a little while longer before beginning the journey home.

[108] As we walked away, I turned around several times to look back at the Lincoln Memorial. I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd.

[109] My feet still hurt, and I was exhausted from the long afternoon, but I did not complain.

[110] My mind was too busy.

[111] On the ride home, I rested my head against the window and watched buildings, trees, and roads pass by.

[112] For several minutes, Mama was quiet.

[113] Then she asked, “What will you remember most about today?”

[114] I thought carefully before answering.

[115] There was so much to remember.

[116] I thought about the songs.

[117] I thought about the heat.

[118] I thought about the people standing together.

[119] I thought about the little girl who had traveled with her father.

[120] I thought about Dr. King’s strong voice.

[121] Most of all, I thought about the dream.

[122] “That a dream can belong to everyone,” I finally answered.

[123] Mama smiled.

[124] “And what will you do with that dream?” she asked.

[125] I looked out the window again.

[126] At first, I did not know what to say.

[127] I was only eight years old. I could not make laws. I could not give important speeches. I could not solve every difficult problem.

[128] But then I remembered what Mama had said about small choices.

[129] “I think I will try to help it come true,” I said.

[130] “How?”

[131] “I can start at school.”

[132] Mama raised her eyebrows.

[133] “What will you do?”

[134] “I can notice when someone is alone. I can include people. I can help when someone needs it. I can listen before I decide what I think.”

[135] Mama reached over and squeezed my hand again.

[136] “That sounds like an excellent beginning.”

[137] For the rest of the ride, I imagined returning to school.

[138] I wondered whether I would behave differently after what I had seen and heard.

[139] Maybe I would pay more attention to the people around me.

[140] Maybe I would think before I spoke.

[141] Maybe I would remember that every person was carrying hopes and dreams of his or her own.

[142] A few days later, I had my first opportunity.

[143] A new student entered our classroom just before lunch.

[144] He looked nervous as he stood beside our teacher.

[145] “This is James,” she announced. “He recently moved here, so I hope everyone will help him feel welcome.”

[146] I remembered the enormous crowd.

[147] I remembered Mama’s words.

[148] I remembered the dream.

[149] At lunch, I saw James standing alone with his tray.

[150] For a second, I waited.

[151] Then I raised my hand and waved.

[152] “You can sit here!” I called.

[153] His nervous expression disappeared, and he smiled.

[154] It was a small thing.

[155] No one applauded.

[156] There were no microphones, speeches, or thousands of people watching.

[157] But somehow, it felt important.

[158] As James sat down, I thought again about the pebble and the circles spreading across the water.

[159] Perhaps that was how a dream moved forward.

[160] Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day.

[161] I was only eight years old when I stood near the Lincoln Memorial and listened to Dr. Martin Luther King Jr. speak about his dream for the future.

[162] I did not understand every historical detail.

[163] I could not remember every word.

[164] But I understood something much more important.

[165] A dream can begin as an idea, grow through determination, and become stronger when people share it with others.

[166] Hope can encourage people to imagine possibilities.

[167] Kindness can influence a classroom.

[168] Respect can strengthen a community.

[169] And even a child can participate in making the world a more welcoming, hopeful, and caring place.

[170] That was the lesson I carried home with me.

[171] And it was a lesson I planned to keep carrying wherever I went.

Student Annotation Guide — Dream (Dr. Martin Luther King Jr.)

R — Reactions

that dream for you

A — Actions

carried colorful signs; help it come true

C — Character/Concept/Creature

Dr. Martin Luther King Jr.; Mama

K — Key Knowledge

children like me; a dream can belong to everyone; even a child

S — Scenery/Setting

the Lincoln Memorial; bright August sunshine

TRACKS EVIDENCE HIGHLIGHTING — Dream (Dr. Martin Luther King Jr.)

[1] I held **Mama's** hand tightly as we moved through the enormous crowd gathered near the **Lincoln Memorial** in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the **bright August sunshine**, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this.

[2] There were people everywhere.

[3] Some **carried colorful signs** with hopeful messages written in large letters. Others sang songs together as they waited. Families talked quietly, children rested on their parents' shoulders, and volunteers carefully passed cups of water through the crowd. Every few minutes, someone nearby would smile at me or say hello to **Mama**.

[4] I was only eight years old, and everything around me seemed important, exciting, and unforgettable.

[5] "Why did everyone come here today?" I asked **Mama** as we slowly moved forward.

[6] She looked down at me and smiled.

[7] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."

[8] I nodded, although I was still trying to understand exactly what she meant.

[9] The afternoon was warm, and my feet were beginning to ache from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. **Mama** noticed my uncomfortable expression and gave my hand a gentle squeeze.

[10] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this day."

[11] I looked around again, wondering what I would remember most.

[12] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive white columns of the **Lincoln Memorial** rising above us. Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting together.

[13] There were so many sights and sounds that I did not know where to look first.

[14] A little girl standing near us waved at me. She was holding her father's hand, just as I was holding **Mama's**.

[15] "Did you come from far away?" she asked.

[16] "A few hours," I answered. "Did you?"

[17] She nodded.

[18] "My dad said this is an important day."

[19] "My **mama** said that too."

[20] We both smiled.

[21] For some reason, knowing that another child was trying to understand everything made me feel better. Maybe I did not have to understand every word or every reason right away. Maybe I could simply listen, observe, and remember.

[22] Then Dr. Martin Luther King Jr. stepped forward to speak.

[23] Almost immediately, the people around us became quiet.

[24] It was surprising how quickly such a huge crowd could become so still.

[25] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, justice, and hope for the future.

[26] Some of his words were unfamiliar to me. Some of his sentences were longer than the ones I usually heard in school. I had to listen carefully, and sometimes I looked at Mama to see whether she understood.

[27] She always seemed to.

[28] Then Dr. King began speaking about a dream.

[29] That was a word I understood immediately.

[30] Dream.

[31] I had dreams all the time.

[32] Sometimes I dreamed while I was asleep, but I also had dreams when I was wide awake. I dreamed about becoming a teacher someday. I dreamed about visiting places I had only seen in books. I dreamed about learning to play the piano without making mistakes. I dreamed about having a puppy that would follow me everywhere.

[33] Until that afternoon, however, I had never considered that an entire country could share a dream.

[34] I looked up at Mama and noticed tears shining in her eyes.

[35] “Why are you crying?” I whispered.

[36] She leaned closer so I could hear her answer.

[37] “Because I want that dream for you,” she said.

[38] “What kind of dream?”

[39] “A dream where every person is treated with kindness and respect,” she explained. “A dream where children have opportunities to learn, grow, and become the people they are capable of becoming.”

[40] I thought about her words.

[41] “Even kids like me?”

[42] “Especially kids like you,” Mama replied.

[43] I looked back toward Dr. King and listened even more carefully.

[44] Suddenly, the speech seemed different to me.

[45] It was not only about important leaders, grown-up decisions, or events that had happened before I was born. It was also about ordinary families, neighborhoods,

classrooms, and children like me.

[46] I imagined my own school.

[47] I pictured a classroom where every student felt welcome and appreciated. I imagined children sharing crayons, books, ideas, and playground equipment without leaving anyone behind. I pictured teachers encouraging every student to work hard, ask questions, make mistakes, and discover something wonderful about the future.

[48] Then my imagination traveled beyond my classroom.

[49] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance.

[50] I imagined people listening patiently when someone else had a different experience or idea.

[51] That seemed important to me.

[52] At school, our teacher often reminded us that listening was just as important as speaking.

[53] “Good listeners learn things they did not know before,” she always said.

[54] As Dr. King continued speaking, I began to understand that people could listen to one another in the same way classmates did.

[55] Maybe communities could learn too.

[56] The more I listened, the more I understood that a dream was not only something that happened while a person slept.

[57] A dream could also be a possibility.

[58] It could begin as a hopeful thought, become a goal, and then grow stronger when people worked toward it together.

[59] Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, “That is the future I want too.”

[60] His words stayed in my mind.

[61] The future.

[62] I had always thought of the future as birthdays, new school years, holidays, and someday becoming a grown-up.

[63] Now I wondered if the future was also something people helped create.

[64] I tugged gently on Mama’s hand.

[65] “Can kids help make the future better too?”

[66] She looked at me with a thoughtful expression.

[67] “Of course,” she said. “You may be young, but the choices you make still matter.”

[68] “What kind of choices?”

[69] “Small ones at first,” she explained. “You can be kind when someone feels lonely. You can help when someone is struggling. You can be honest, responsible, and respectful. You can make someone feel included.”

[70] I considered each idea carefully.

[71] I could invite someone new to play at recess.

[72] I could share my pencils if a classmate forgot one.

[73] I could help someone understand an assignment.

[74] I could listen when a friend needed encouragement.

[75] I could apologize when I made a mistake.

[76] I could speak kindly, even when I felt frustrated.

[77] Those did not seem like enormous actions, but maybe they were important anyway.

[78] I began to wonder if large changes sometimes started with very small decisions.

[79] Perhaps one thoughtful action could encourage another person to act kindly too. Then that person might encourage someone else.

[80] It reminded me of dropping a pebble into a pond.

[81] The pebble was small, but the circles in the water kept spreading outward.

[82] “What are you thinking about?” **Mama** asked.

[83] “A pebble,” I said.

[84] She looked surprised.

[85] “A pebble?”

[86] I laughed.

[87] “I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading.”

[88] **Mama** smiled.

[89] “I think that is a wonderful way to describe it.”

[90] For the rest of the speech, I tried to remember everything I could.

[91] I listened to the strong rhythm of Dr. King’s voice. I watched the faces of the people around us. I noticed how quiet everyone became when he spoke about hope and how people responded when his words became especially powerful.

[92] I did not understand every sentence.

[93] I knew I would probably need **Mama** to explain some things later.

[94] But I understood the feeling of the moment.

[95] People believed that improvement was possible.

[96] They believed that hope mattered.

[97] They believed that the future could become brighter when people worked together.

[98] That idea filled me with a surprising amount of energy, even though I had been standing for hours.

[99] When Dr. King finished speaking, the crowd erupted with applause and celebration.

[100] The sound seemed to roll across the entire area.

[101] People cheered. Families hugged one another. Strangers smiled and shook hands.

[102] Mama wrapped her arms around me so tightly that I started laughing.

[103] “You are squeezing me!” I told her.

[104] She laughed too and finally let go.

[105] “I am just happy you were here with me,” she said.

[106] “I am happy too.”

[107] We stayed for a little while longer before beginning the journey home.

[108] As we walked away, I turned around several times to look back at the Lincoln Memorial. I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd.

[109] My feet still hurt, and I was exhausted from the long afternoon, but I did not complain.

[110] My mind was too busy.

[111] On the ride home, I rested my head against the window and watched buildings, trees, and roads pass by.

[112] For several minutes, Mama was quiet.

[113] Then she asked, “What will you remember most about today?”

[114] I thought carefully before answering.

[115] There was so much to remember.

[116] I thought about the songs.

[117] I thought about the heat.

[118] I thought about the people standing together.

[119] I thought about the little girl who had traveled with her father.

[120] I thought about Dr. King’s strong voice.

[121] Most of all, I thought about the dream.

[122] “That a dream can belong to everyone,” I finally answered.

[123] Mama smiled.

[124] “And what will you do with that dream?” she asked.

[125] I looked out the window again.

[126] At first, I did not know what to say.

[127] I was only eight years old. I could not make laws. I could not give important speeches. I could not solve every difficult problem.

[128] But then I remembered what **Mama** had said about small choices.

[129] “I think I will try to **help it come true**,” I said.

[130] “How?”

[131] “I can start at school.”

[132] **Mama** raised her eyebrows.

[133] “What will you do?”

[134] “I can notice when someone is alone. I can include people. I can help when someone needs it. I can listen before I decide what I think.”

[135] **Mama** reached over and squeezed my hand again.

[136] “That sounds like an excellent beginning.”

[137] For the rest of the ride, I imagined returning to school.

[138] I wondered whether I would behave differently after what I had seen and heard.

[139] Maybe I would pay more attention to the people around me.

[140] Maybe I would think before I spoke.

[141] Maybe I would remember that every person was carrying hopes and dreams of his or her own.

[142] A few days later, I had my first opportunity.

[143] A new student entered our classroom just before lunch.

[144] He looked nervous as he stood beside our teacher.

[145] “This is James,” she announced. “He recently moved here, so I hope everyone will help him feel welcome.”

[146] I remembered the enormous crowd.

[147] I remembered **Mama’s** words.

[148] I remembered the dream.

[149] At lunch, I saw James standing alone with his tray.

[150] For a second, I waited.

[151] Then I raised my hand and waved.

[152] “You can sit here!” I called.

[153] His nervous expression disappeared, and he smiled.

[154] It was a small thing.

[155] No one applauded.

[156] There were no microphones, speeches, or thousands of people watching.

[157] But somehow, it felt important.

[158] As James sat down, I thought again about the pebble and the circles spreading across the water.

[159] Perhaps that was how a dream moved forward.

[160] Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day.

[161] I was only eight years old when I stood near the Lincoln Memorial and listened to Dr. Martin Luther King Jr. speak about his dream for the future.

[162] I did not understand every historical detail.

[163] I could not remember every word.

[164] But I understood something much more important.

[165] A dream can begin as an idea, grow through determination, and become stronger when people share it with others.

[166] Hope can encourage people to imagine possibilities.

[167] Kindness can influence a classroom.

[168] Respect can strengthen a community.

[169] And even a child can participate in making the world a more welcoming, hopeful, and caring place.

[170] That was the lesson I carried home with me.

[171] And it was a lesson I planned to keep carrying wherever I went.

PASSAGE 2 — Serve (President John F. Kennedy)

[1] “Tell me again about President Kennedy,” I said as I placed my recorder carefully on the kitchen table between us.

[2] Grandpa smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy’s inauguration and what it had felt like to hear the speech delivered in person.

[3] “Those were exciting days,” Grandpa began. “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.”

[4] I opened my notebook, clicked my pen, and wrote the date across the top of the page. I had already prepared several questions, but Grandpa’s first sentence made me think of another one.

[5] “What did President Kennedy care about most?” I asked.

[6] Grandpa paused for a moment because, as he often told me, important questions deserved careful answers.

[7] “He cared about many things,” Grandpa said. “But one idea came up again and again. He wanted Americans to think about service, responsibility, participation, and cooperation. He believed people should not simply wait for someone else to improve the world around them.”

[8] I slowly wrote down the words service, responsibility, participation, and cooperation.

[9] “Were those ideas part of the speech?” I asked.

[10] “Yes,” Grandpa said. “Before the inauguration in 1961, many people around President Kennedy discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations.”

[11] My eyes widened.

[12] “You actually talked about the speech before he gave it?”

[13] Grandpa laughed softly.

[14] “Not every sentence, of course. President Kennedy and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, responsibility, freedom, and the ways ordinary people could contribute to their communities.”

[15] I leaned closer because this was the part I had been waiting to hear.

[16] “What did you say?”

[17] Grandpa looked toward the window for a moment, almost as if he were looking back

through time.

[18] “I remember saying that people sometimes think government is only about what leaders do for citizens,” he explained. “But citizenship is also about what citizens do for one another. A strong country is built when people participate, cooperate, and serve.”

[19] I underlined that sentence in my notebook.

[20] Grandpa continued.

[21] “President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give.”

[22] I stopped writing.

[23] “What can we give?” I repeated.

[24] Grandpa nodded.

[25] “Exactly. That was the heart of it.”

[26] I liked that idea, but I was not sure I completely understood it.

[27] “Give what?” I asked. “Money?”

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, encouragement, and attention. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[29] That sounded much bigger than I had expected.

[30] “So when President Kennedy talked about helping the country, he was really talking about helping people too?”

[31] “Very much so,” Grandpa said. “A country is made up of people, families, neighborhoods, schools, towns, and communities. When people serve one another, they strengthen the places where they live.”

[32] I looked down at my notes and added the word communities.

[33] “Did President Kennedy talk like that all the time?”

[34] Grandpa smiled.

[35] “He liked ideas that challenged people. He wanted citizens to think beyond themselves and imagine what might happen if many people chose to contribute.”

[36] “Was that hard?”

[37] “Sometimes,” Grandpa said. “It is always easier to ask what someone else will do. It takes more effort to ask what you can do.”

[38] I nodded because that made sense to me.

[39] Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[40] “It was extremely cold,” Grandpa said. “There had been heavy snow, and the city had

worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face.”

[41] “Were there lots of people?” I asked.

[42] “Thousands,” he said. “Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment.”

[43] I tried to imagine Grandpa as a younger man standing outside in the cold, surrounded by a crowd of people waiting for the new president to speak.

[44] “Were you nervous?”

[45] Grandpa smiled.

[46] “A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together.”

[47] He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

[48] “There was something about hearing the ideas out loud,” Grandpa said. “A thought can feel different once it is spoken to thousands of people.”

[49] “Different how?”

[50] “More powerful,” he explained. “When one person says something important, others begin thinking about it too. Suddenly the idea belongs to more than one person.”

[51] I wrote that down.

[52] Then came the part Grandpa had never forgotten.

[53] “When he challenged Americans to think about what they could do for their country,” Grandpa said, “I felt something change in the crowd.”

[54] “What do you mean?”

[55] “It was not loud at first,” he explained. “It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation.”

[56] I wrote the word active beside citizenship.

[57] “What did you think when you heard it?” I asked.

[58] Grandpa’s expression became serious, although he was still smiling.

[59] “I thought those words could inspire people to act,” he answered. “A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them.”

[60] I liked that sentence so much that I underlined it twice.

[61] “So a speech can start something?”

[62] “Yes,” Grandpa said. “A speech can encourage people to think, but action is what

carries the idea forward.”

[63] I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

[64] “Did people really act because of the speech?”

[65] “Many people were already thinking about ways to serve,” Grandpa said, “but the speech gave those ideas energy. It reminded citizens that participation mattered.”

[66] A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

[67] I had heard of the Peace Corps, but I did not know much about it.

[68] “What was the Peace Corps supposed to do?” I asked.

[69] “President Kennedy wanted Americans to volunteer in communities around the world,” Grandpa explained. “People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training.”

[70] “Did they go to other countries?”

[71] “Yes,” Grandpa said. “And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills.”

[72] I thought about that.

[73] “So they were helping, but they were learning too?”

[74] “Exactly,” Grandpa said. “Good service is not about acting as if you are better than someone else. It is about working together.”

[75] I liked that answer because it made service sound more like a partnership than a rescue.

[76] “Did you know any Peace Corps volunteers?”

[77] “A few,” Grandpa said. “Some were young adults who had recently finished college. They were excited, nervous, and curious about the places they would go.”

[78] “What did they do?”

[79] “One person I knew worked with students. Another helped with agricultural projects. Others helped communities with health education and local development.”

[80] “Were they afraid to leave home?”

[81] “Some of them were,” Grandpa said. “But courage does not always mean you are never afraid. Sometimes courage means you are willing to do something meaningful even when it feels unfamiliar.”

[82] I wrote courage in my notebook too.

[83] “Was the Peace Corps connected to the same idea as the speech?”

[84] Grandpa smiled.

[85] “Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even one nation.”

[86] I looked down at my notes and realized how many times I had written the word service.

[87] “So service does not have to be something huge?” I asked.

[88] “Not at all,” Grandpa replied. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute.”

[89] I tapped my pencil against my notebook.

[90] “What about kids?”

[91] Grandpa leaned forward.

[92] “Kids can serve too.”

[93] “How?”

[94] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[95] I smiled.

[96] “Those things do not sound very presidential.”

[97] Grandpa laughed.

[98] “No, but they are important. Service does not need a microphone, a government building, or a famous speech.”

[99] I thought about that for a moment.

[100] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[101] “So the big idea is really about helping?” I asked.

[102] “Helping is part of it,” Grandpa said. “But I would add caring, cooperating, and choosing to take responsibility. Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

[103] I looked at my recorder and realized we had been talking for much longer than I expected.

[104] Still, I was not ready to stop.

[105] “Grandpa, did working with President Kennedy change you?”

[106] He thought carefully before answering.

[107]

"Yes," he said. "It made me think more deeply about responsibility. Before that time, I understood that people should help others, but I began to see service as something larger. It was not just a nice thing to do. It was part of being a responsible citizen."

[108] "What does that mean?"

[109] "It means understanding that you belong to a community and that your choices can affect other people."

[110] I wrote slowly so I would not miss anything.

[111] "What if someone thinks their contribution is too small to matter?"

[112] Grandpa smiled.

[113] "Small actions are often where larger changes begin."

[114] That reminded me of something our teacher had said about teamwork.

[115] "If everyone waits for somebody else, nothing gets done," I said.

[116] Grandpa pointed at me.

[117] "Exactly."

[118] I laughed.

[119] "Maybe I should put that in my project."

[120] "You probably should."

[121] Before I turned off the recorder, I asked one final question.

[122] "Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?"

[123] He considered my question carefully.

[124] "I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

[125] "What idea?"

[126] Grandpa smiled.

[127] "That a country becomes stronger when people serve one another."

[128] I switched off my recorder, but I did not close my notebook.

[129] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, courage, community, and action.

[130] The words seemed connected now.

[131] At the beginning of the interview, I had thought I was doing a project about a famous president and an important speech. By the end, I realized I was learning something about myself.

[132] I began thinking about my own school.

[133] There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding. Our teacher had mentioned a

canned-food collection that would begin the following week.

[134] None of those things seemed as important as working in Washington, D.C., or volunteering in another country.

[135] But maybe they were important in a different way.

[136] “Grandpa,” I said, “if I help with the food collection, does that count as service?”

[137] “Of course.”

[138] “What if I sit with someone who is alone?”

[139] “That counts too.”

[140] “What if I help clean the school garden?”

[141] Grandpa laughed.

[142] “You are beginning to understand.”

[143] I looked back at my notebook.

[144] “So serving does not always mean doing something enormous. It means noticing what needs to be done and deciding to help.”

[145] “That is a very good way to say it,” Grandpa replied.

[146] I picked up my pen again and wrote one final sentence at the bottom of the page.

[147] A better world begins when we stop asking only what we can receive and start asking, What can I give?

[148] Grandpa read the sentence over my shoulder.

[149] “That,” he said, “is a message worth remembering.”

[150] I smiled and circled the words.

[151] For the first time, I understood why Grandpa had remembered that cold January day for so many years.

[152] He had not only heard a president deliver a famous speech.

[153] He had heard an invitation.

[154] It was an invitation to participate, to contribute, to cooperate, and to serve.

[155] It was an invitation to believe that ordinary people could strengthen their communities through thoughtful choices.

[156] It was an invitation to understand that helping others was not something reserved for famous leaders or adults with important jobs.

[157] And now, many years later, Grandpa was passing that invitation to me.

[158] The next morning, I carried my notebook to school. Our teacher asked whether I had learned anything surprising during my interview.

[159] I thought about Grandpa standing in the cold Washington air. I thought about President Kennedy’s speech. I thought about the Peace Corps volunteers traveling far from home. Then I thought about my own classroom.

[160] “Yes,” I said. “I learned that service can start anywhere.”

[161] My teacher smiled.

[162] “What do you mean?”

[163] I looked around the room at my classmates.

[164] “It can start in a country, a community, a school, or even at one table in the cafeteria.”

[165] As I said the words, I knew exactly where I would begin.

[166] At lunchtime, I picked up my tray and walked toward the new student who was sitting alone.

[167] “Can I sit here?” I asked.

[168] He looked up and smiled.

[169] “Sure.”

[170] It was not a famous moment. There were no cameras, no microphones, and no enormous crowd waiting to cheer.

[171] But I remembered Grandpa’s words.

[172] A strong community begins when people decide to contribute.

[173] So I pulled out the chair, sat down, and started a conversation.

[174] For me, that was enough to begin.

Student Annotation Guide — Serve (President John F. Kennedy)

T — Time

January 20, 1961

A — Actions

delivered his inaugural address; volunteer; help a classmate

C — Character/Concept/Creature

President Kennedy; Grandpa; Peace Corps

K — Key Knowledge

serving your country; What can I give

TRACKS EVIDENCE HIGHLIGHTING — Serve (President John F. Kennedy)

[1] “Tell me again about **President Kennedy**,” I said as I placed my recorder carefully on the kitchen table between us.

[2] **Grandpa** smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how **Grandpa** had helped during the months leading up to Kennedy’s inauguration and what it had felt like to hear the speech delivered in person.

[3] “Those were exciting days,” **Grandpa** began. “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.”

[4] I opened my notebook, clicked my pen, and wrote the date across the top of the page. I had already prepared several questions, but **Grandpa**’s first sentence made me think of another one.

[5] “What did **President Kennedy** care about most?” I asked.

[6] **Grandpa** paused for a moment because, as he often told me, important questions deserved careful answers.

[7] “He cared about many things,” **Grandpa** said. “But one idea came up again and again. He wanted Americans to think about service, responsibility, participation, and cooperation. He believed people should not simply wait for someone else to improve the world around them.”

[8] I slowly wrote down the words service, responsibility, participation, and cooperation.

[9] “Were those ideas part of the speech?” I asked.

[10] “Yes,” **Grandpa** said. “Before the inauguration in 1961, many people around **President Kennedy** discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations.”

[11] My eyes widened.

[12] “You actually talked about the speech before he gave it?”

[13] **Grandpa** laughed softly.

[14] “Not every sentence, of course. **President Kennedy** and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, responsibility, freedom, and the ways ordinary people could contribute to their communities.”

[15] I leaned closer because this was the part I had been waiting to hear.

[16] “What did you say?”

[17] **Grandpa** looked toward the window for a moment, almost as if he were looking back

through time.

[18] “I remember saying that people sometimes think government is only about what leaders do for citizens,” he explained. “But citizenship is also about what citizens do for one another. A strong country is built when people participate, cooperate, and serve.”

[19] I underlined that sentence in my notebook.

[20] Grandpa continued.

[21] “President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give.”

[22] I stopped writing.

[23] “What can we give?” I repeated.

[24] Grandpa nodded.

[25] “Exactly. That was the heart of it.”

[26] I liked that idea, but I was not sure I completely understood it.

[27] “Give what?” I asked. “Money?”

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, encouragement, and attention. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[29] That sounded much bigger than I had expected.

[30] “So when President Kennedy talked about helping the country, he was really talking about helping people too?”

[31] “Very much so,” Grandpa said. “A country is made up of people, families, neighborhoods, schools, towns, and communities. When people serve one another, they strengthen the places where they live.”

[32] I looked down at my notes and added the word communities.

[33] “Did President Kennedy talk like that all the time?”

[34] Grandpa smiled.

[35] “He liked ideas that challenged people. He wanted citizens to think beyond themselves and imagine what might happen if many people chose to contribute.”

[36] “Was that hard?”

[37] “Sometimes,” Grandpa said. “It is always easier to ask what someone else will do. It takes more effort to ask what you can do.”

[38] I nodded because that made sense to me.

[39] Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[40] “It was extremely cold,” Grandpa said. “There had been heavy snow, and the city had

worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face.”

[41] “Were there lots of people?” I asked.

[42] “Thousands,” he said. “Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment.”

[43] I tried to imagine **Grandpa** as a younger man standing outside in the cold, surrounded by a crowd of people waiting for the new president to speak.

[44] “Were you nervous?”

[45] **Grandpa** smiled.

[46] “A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how **President Kennedy** would bring them together.”

[47] He described the crowd becoming quiet as the new president began to speak. **Grandpa** remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

[48] “There was something about hearing the ideas out loud,” **Grandpa** said. “A thought can feel different once it is spoken to thousands of people.”

[49] “Different how?”

[50] “More powerful,” he explained. “When one person says something important, others begin thinking about it too. Suddenly the idea belongs to more than one person.”

[51] I wrote that down.

[52] Then came the part **Grandpa** had never forgotten.

[53] “When he challenged Americans to think about what they could do for their country,” **Grandpa** said, “I felt something change in the crowd.”

[54] “What do you mean?”

[55] “It was not loud at first,” he explained. “It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation.”

[56] I wrote the word active beside citizenship.

[57] “What did you think when you heard it?” I asked.

[58] **Grandpa**’s expression became serious, although he was still smiling.

[59] “I thought those words could inspire people to act,” he answered. “A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them.”

[60] I liked that sentence so much that I underlined it twice.

[61] “So a speech can start something?”

[62] “Yes,” **Grandpa** said. “A speech can encourage people to think, but action is what

carries the idea forward.”

[63] I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

[64] “Did people really act because of the speech?”

[65] “Many people were already thinking about ways to serve,” Grandpa said, “but the speech gave those ideas energy. It reminded citizens that participation mattered.”

[66] A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

[67] I had heard of the Peace Corps, but I did not know much about it.

[68] “What was the Peace Corps supposed to do?” I asked.

[69] “President Kennedy wanted Americans to volunteer in communities around the world,” Grandpa explained. “People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training.”

[70] “Did they go to other countries?”

[71] “Yes,” Grandpa said. “And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills.”

[72] I thought about that.

[73] “So they were helping, but they were learning too?”

[74] “Exactly,” Grandpa said. “Good service is not about acting as if you are better than someone else. It is about working together.”

[75] I liked that answer because it made service sound more like a partnership than a rescue.

[76] “Did you know any Peace Corps volunteers?”

[77] “A few,” Grandpa said. “Some were young adults who had recently finished college. They were excited, nervous, and curious about the places they would go.”

[78] “What did they do?”

[79] “One person I knew worked with students. Another helped with agricultural projects. Others helped communities with health education and local development.”

[80] “Were they afraid to leave home?”

[81] “Some of them were,” Grandpa said. “But courage does not always mean you are never afraid. Sometimes courage means you are willing to do something meaningful even when it feels unfamiliar.”

[82] I wrote courage in my notebook too.

[83] “Was the Peace Corps connected to the same idea as the speech?”

[84] Grandpa smiled.

[85] “Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even one nation.”

[86] I looked down at my notes and realized how many times I had written the word service.

[87] “So service does not have to be something huge?” I asked.

[88] “Not at all,” Grandpa replied. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute.”

[89] I tapped my pencil against my notebook.

[90] “What about kids?”

[91] Grandpa leaned forward.

[92] “Kids can serve too.”

[93] “How?”

[94] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[95] I smiled.

[96] “Those things do not sound very presidential.”

[97] Grandpa laughed.

[98] “No, but they are important. Service does not need a microphone, a government building, or a famous speech.”

[99] I thought about that for a moment.

[100] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[101] “So the big idea is really about helping?” I asked.

[102] “Helping is part of it,” Grandpa said. “But I would add caring, cooperating, and choosing to take responsibility. Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

[103] I looked at my recorder and realized we had been talking for much longer than I expected.

[104] Still, I was not ready to stop.

[105] “Grandpa, did working with President Kennedy change you?”

[106] He thought carefully before answering.

[107]

"Yes," he said. "It made me think more deeply about responsibility. Before that time, I understood that people should help others, but I began to see service as something larger. It was not just a nice thing to do. It was part of being a responsible citizen."

[108] "What does that mean?"

[109] "It means understanding that you belong to a community and that your choices can affect other people."

[110] I wrote slowly so I would not miss anything.

[111] "What if someone thinks their contribution is too small to matter?"

[112] Grandpa smiled.

[113] "Small actions are often where larger changes begin."

[114] That reminded me of something our teacher had said about teamwork.

[115] "If everyone waits for somebody else, nothing gets done," I said.

[116] Grandpa pointed at me.

[117] "Exactly."

[118] I laughed.

[119] "Maybe I should put that in my project."

[120] "You probably should."

[121] Before I turned off the recorder, I asked one final question.

[122] "Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?"

[123] He considered my question carefully.

[124] "I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

[125] "What idea?"

[126] Grandpa smiled.

[127] "That a country becomes stronger when people serve one another."

[128] I switched off my recorder, but I did not close my notebook.

[129] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, courage, community, and action.

[130] The words seemed connected now.

[131] At the beginning of the interview, I had thought I was doing a project about a famous president and an important speech. By the end, I realized I was learning something about myself.

[132] I began thinking about my own school.

[133] There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding. Our teacher had mentioned a

canned-food collection that would begin the following week.

[134] None of those things seemed as important as working in Washington, D.C., or volunteering in another country.

[135] But maybe they were important in a different way.

[136] “Grandpa,” I said, “if I help with the food collection, does that count as service?”

[137] “Of course.”

[138] “What if I sit with someone who is alone?”

[139] “That counts too.”

[140] “What if I help clean the school garden?”

[141] Grandpa laughed.

[142] “You are beginning to understand.”

[143] I looked back at my notebook.

[144] “So serving does not always mean doing something enormous. It means noticing what needs to be done and deciding to help.”

[145] “That is a very good way to say it,” Grandpa replied.

[146] I picked up my pen again and wrote one final sentence at the bottom of the page.

[147] A better world begins when we stop asking only what we can receive and start asking, What can I give?

[148] Grandpa read the sentence over my shoulder.

[149] “That,” he said, “is a message worth remembering.”

[150] I smiled and circled the words.

[151] For the first time, I understood why Grandpa had remembered that cold January day for so many years.

[152] He had not only heard a president deliver a famous speech.

[153] He had heard an invitation.

[154] It was an invitation to participate, to contribute, to cooperate, and to serve.

[155] It was an invitation to believe that ordinary people could strengthen their communities through thoughtful choices.

[156] It was an invitation to understand that helping others was not something reserved for famous leaders or adults with important jobs.

[157] And now, many years later, Grandpa was passing that invitation to me.

[158] The next morning, I carried my notebook to school. Our teacher asked whether I had learned anything surprising during my interview.

[159] I thought about Grandpa standing in the cold Washington air. I thought about President Kennedy’s speech. I thought about the Peace Corps volunteers traveling far from home. Then I thought about my own classroom.

[160] “Yes,” I said. “I learned that service can start anywhere.”

[161] My teacher smiled.

[162] “What do you mean?”

[163] I looked around the room at my classmates.

[164] “It can start in a country, a community, a school, or even at one table in the cafeteria.”

[165] As I said the words, I knew exactly where I would begin.

[166] At lunchtime, I picked up my tray and walked toward the new student who was sitting alone.

[167] “Can I sit here?” I asked.

[168] He looked up and smiled.

[169] “Sure.”

[170] It was not a famous moment. There were no cameras, no microphones, and no enormous crowd waiting to cheer.

[171] But I remembered **Grandpa**’s words.

[172] A strong community begins when people decide to contribute.

[173] So I pulled out the chair, sat down, and started a conversation.

[174] For me, that was enough to begin.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
TEKS 12(A)(i)	compose literary texts using genre characteristics
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 1 Purpose

Students retrieve and independently apply the complete Writer Decision Chain.

★ Daily Deck Slide (M4-04 - The Complete Writer Decision Chain)

Write on the board: TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

G — Gather: Fast Response Contrast

Teacher Script

"A source passage does not choose your response genre for you. Your writing job does. This week you make the whole decision on your own and prove it with topic, purpose, and audience."

Read each direction and have students name the route independently:

- "Share a true experience so school readers understand how it changed you." (Expected: Personal narrative)
- "Teach younger students the meaning of participation." (Expected: Informative)
- "Request support from a community partner." (Expected: Correspondence)

R — Reveal: The PREPARE Decision (From Memory)

Reveal the chain one arrow at a time and have students rehearse the whole chain from memory before writing.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select the planning strategy that organizes the thinking the genre needs.
6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using "Dream"

Writing direction: Write a personal narrative for classmates about a time another person's words caused you to see a responsibility differently.

Teacher Script

"Topic = a true experience. Purpose = narrate and reflect. Audience = classmates. Genre = personal narrative. Planning = freewrite to uncover thoughts, then TRAILS to shape the experience."

Teacher Model Using "Serve"

Writing direction: Explain the idea of service to a younger student using clear examples.

Teacher Script

"Topic = service. Purpose = explain. Audience = a younger student. Genre = informative. Planning = map the main idea and examples."

Day 1 Closing

Partner completion: "The response genre comes from the writing job because ____."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(A)(i)	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
ELPS 4(F)(viii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate conventions for a specific audience

Day 2 Purpose

Students attempt the module decision through the collaborative game Genre Court. The goal is not speed alone; every placement must be defended with a writing-job reason.

★ Daily Deck Slide (M4-05 - Genre Court)

Write on the board: Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Choose or confirm the planning route. Defend the decision before earning the point.

Group Roles

- Reader — reads the whole writing situation without emphasizing clue words.
- Decision Maker — states the proposed genre and strategy.
- Evidence Speaker — proves the choice using topic, purpose, and audience.
- Checker — compares the decision with the Response Ecosystem and invites a respectful challenge.



Task Card #1

A school anthology needs a true story showing how one student decision affected another person.

- Best route: Personal narrative. Reason: The purpose is to narrate a true experience for readers; TRAILS helps develop the moment.



Task Card #2

A family newsletter needs a clear explanation of how students can participate in service.

- Best route: Informative. Reason: The purpose is to explain to families using organized details.

**Task Card #3**

A student council is deciding whether to add a schoolwide service day and needs a position supported with reasons and evidence.

- Best route: Argumentative. Reason: The purpose is to justify a claim for a decision-making audience.

**Task Card #1**

A local organization needs a student letter requesting partnership.

- Best route: Correspondence. Reason: The purpose is a direct request to a formal audience.

**Task Card #2**

A class display needs a poem expressing hope, responsibility, and action.

- Best route: Poetry. Reason: The purpose is expressive and artistic.

**Task Card #3**

A class inquiry project needs findings about how civic service programs begin and grow.

- Best route: Research / Inquiry. Reason: The job requires investigation, source gathering, synthesis, and presentation.

**Teacher Script**

 Teacher Script

"An attempt is allowed to change. State your first decision, listen to the group, and revise it when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point. Use respectful disagreement language: 'I see that route. I think ___ fits more strongly because the purpose or audience requires ___.'"

Optional Challenge — Two Defensible Routes

Use a task that could reasonably be written in two genres. Students earn an additional point only when they explain how the purpose would need to shift for the second genre to become the stronger choice.

Day 2 Closing

Students record one decision they changed: "I changed my route from ___ to ___ because ___."

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(i)	compose literary texts using genre characteristics
TEKS 12(A)(ii)	compose literary texts using craft
TEKS 11(C)(i)	revise drafts to improve sentence structure
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 3 Purpose

Students make the reasoning from Day 2 visible, resolve misconceptions, and then use the preparation process independently in a formal personal-narrative task.

D — Discuss the Decision

Choose at least one disputed Day 2 card. Do not simply announce the key; require students to reconstruct the decision.

Discussion Focus 1 — Source Genre versus Response Genre

Teacher Script

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. Use this sentence: "The passage is ___, but the response should be ___ because the writing purpose is ___ for ___." A strong writer can use one source for several writing jobs."

Discussion Focus 2 — Purpose and Audience Evidence

Students select one game card, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision.

Discussion Focus 3 — Planning Strategy Fit

Students compare brainstorming, freewriting, and mapping. Accept more than one strategy when the student can explain how the tool supports the thinking the task requires.

U — Use Independently: Personal Narrative and Genre Justification

Independent Writing Assignment

Prompt: Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the PREPARE conventions.

Required PREPARE Header on Student Work

- Topic: _____
- Purpose: _____
- Audience: _____
- Genre: Personal Narrative
- Planning Strategy: Brainstorm / Freewrite / Map
- Justification: This route fits because _____.

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience the narrative will develop.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.
I — Important Moment	Name the discovery, decision, or event that changes the experience.
L — Lesson or Lasting Effect	State what the writer understands, feels, or carries away.
S — Setting	Name where and when the experience happens and the details that make the place real.

Teacher Conferring Cues

- State the writing job in one sentence.
- Point to the part of your plan that will become the important moment.
- Explain why your planning strategy fits this experience.
- Name one detail your audience needs and one detail it does not need.
- Show where your ending reveals the lasting effect rather than simply stopping.

Standards Application Check

Choose two sentences from your draft and revise them to improve sentence structure. Then check one complete simple sentence for subject-verb agreement, check singular and common nouns in context, and correct high-frequency spelling.

Teacher Model:

- Original: I heard the words. I changed my mind. I helped.
- Revision: After I heard the words, I changed my mind and decided to help.

Teacher Script

“Revision changed the structure to show the relationship among the actions. Editing then checks agreement, nouns, and spelling without replacing the meaning.”

Day 3 Closing

Students underline one sentence that shows the important moment and star one sentence whose structure they intentionally revised.

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i)	revise drafts to improve sentence structure
TEKS 11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Day 4 Purpose

Students identify evidence that the preparation process improved their writing and then select a specific target for the next writing decision, including transfer.

A — Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Complete: "I award myself for ___ because my work shows ___." Then name the reader benefit the decision created.

PREPARE Awards

- Genre Match Award — I selected a genre that clearly fits the purpose and audience.
- Audience Lens Award — I chose details, style, or register with my audience in mind.
- Planning Route Award — I selected a planning strategy that helped organize my thinking.
- TRAILS Builder Award — I developed a narrative experience rather than listing events.
- Sentence Architect Award — I revised sentence structure to make meaning clearer.
- Convention Checker Award — I edited agreement, nouns, and high-frequency spelling carefully.

Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, 'My writing is good.' Name the decision, point to the evidence, and explain the benefit. Use this frame: 'I award myself the ___ Award because I ___. This helped my reader ___.'"

T — Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, editing, or transfer. Write one specific next action.

Target Stems

- My next writing goal is to ___ because ___.
- A decision I still need to practice is ___.
- A curiosity I want to explore is ___.
- A stress point in my preparation was ___, so next time I will ___.
- I will know I improved when ___.

Helpful Target Examples: "I will explain my genre decision without using the anchor chart."
/ "I will transfer one idea into a second genre and describe what must change."

Day 4 Closing

Partner response frame: "I heard evidence of your growth when you said ___. Your target is specific because ___."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12(A)(ii)	compose literary texts using craft
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Day 5 Purpose

Students use their own plan and writing to teach another learner the whole path from a writing situation to a justified genre, an effective draft, and a transfer.

Genre Expert Fair

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision, and name one transfer idea. Teach without reading every sentence from your notes.

Author-Educator Card

- My topic is ____.
- My purpose is ____.
- My audience is ____.
- The formal genre is personal narrative because ____.
- I planned by ____ because ____.
- One TRAILS decision I made is ____.
- One sentence I revised is ____.
- One convention I checked is ____.
- One idea I could transfer to another genre is ____.

Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre.
- Ask the author to clarify one decision: "Explain the reason you chose ____."
- Give evidence-based feedback rather than a general compliment.

Fresh Recall

Students close notebooks and orally reconstruct the complete preparation chain from memory. Partners then check the sequence against the anchor chart.

Day 5 Closing

Complete aloud: "Preparation makes my writing stronger because ____."

Module 4 — Low, Medium, and High Exemplars

Prompt: Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.

Low Exemplar

- Student Response: "Something changed my mind once. I did the right thing. It was good. The end." (No genre justification.)
- What Is Working: The student names that a change happened.
- Teacher Notes: There is no genre justification and the narrative lists a vague event with no important moment, setting, or reflection.
- What Needs Improvement: Justify why narrative fits the job, then use TRAILS to develop the experience with a clear important moment and lasting effect.

Medium Exemplar

- Student Response (justification: "Narrative fits because the purpose is to narrate a true experience for school readers"): "Last year I did not want to be line leader because I was shy. My teacher said, 'People trust you because you are fair.' I thought about that all day. The next week, I raised my hand to lead. I learned that other people can see strengths I cannot always see in myself."
- What Is Working: The student justifies the genre and includes a setting, dialogue, an important moment, and a lasting effect.
- Teacher Notes: The narrative and justification work, but the sentences are similar in structure and the reflection could be developed.
- What Needs Improvement: Revise two sentences for varied structure and expand the reflection; then add a transfer note.

High Exemplar

- Student Response (justification: "Narrative is the best genre because the job is to let school readers experience how a moment changed me; an explanation would only summarize it"): "For weeks I walked past the recycling bins overflowing in the hallway, telling myself it was someone else's job. Then our custodian, Mr. Ruiz, knelt to gather the spilled cans alone, and I felt my face grow warm. 'I can help,' I said, surprising myself. We sorted the cans together, and he told me that small hands make big jobs lighter. Now I notice the bins every morning, and I do not wait for someone else. I learned that responsibility is not something you are given - it is something you decide to pick up." (Transfer note: "I could turn this into a letter to the student council proposing a recycling team; I would keep the core idea but change the form to a request with reasons.")

- What Is Working: A clear genre justification in writing-job language, a vivid narrative with an important moment and reflection, varied sentence structure, and a genuine transfer note that names what stays and what changes.

- Teacher Notes: The student owns the whole decision chain and demonstrates transfer - exactly what the PREPARE capstone asks for.

Module 4 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can independently justify a genre, complete a narrative, and explain a transfer.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Very-High-Stamina passages, the Complete Genre Decision Chain chart, Genre Court cards, TRAILS planners, and student notebooks.
Related TEKS Breakout	11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience; 12(A)(i) compose literary texts using genre characteristics
Task	Students perform a formative check in Genre Court and an independent task by justifying and drafting a personal narrative with a transfer note.
Expected Response	Students justify a genre with writing-job language, develop an experience with TRAILS, and explain a transfer.

Informal Assessment

During the lesson, observe Genre Court and Partner Teach-Back. Listen for writing-job language rather than framework names alone, and note whether students can teach the decision chain from memory.

Formative Assessment

The Day 3 personal narrative and justification serve as the formative check. Students justify the genre, plan with TRAILS, develop the important moment, revise two sentences, and add a transfer note.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Genre Justification	Must justify the genre with writing-job language.
TRAILS Development	Must develop the important moment and lasting effect.
Sentence Revision	Must revise at least two sentences for structure.
Transfer	Must name one way the content would change in another genre.

Card	Best Route	Reason
True story of one decision affecting another	Personal narrative	Narrate a true experience; TRAILS develops the moment.
Explain how students can participate in service	Informative	Explain to families with organized details.
Position on a schoolwide service day	Argumentative	Justify a claim for a decision-making audience.
Letter requesting partnership	Correspondence	Direct request to a formal audience.
Poem of hope, responsibility, and action	Poetry	Expressive and artistic purpose.
Findings on how service programs grow	Research / Inquiry	Investigation, sources, synthesis, presentation.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0-5 fingers to show how sure they are they can teach the whole decision chain from memory.
- Visual/Physical — Attempt — Genre Court: As you read a case aloud, students hold up a genre card and defend it with writing-job language.
- Written — Discuss/Use — One-Sentence Transfer: Students write one sentence completing "I could transfer this into ___, keeping ___ and changing ___."

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion and writing-job justifications.
- Look — observe a Genre Court defense or a PREPARE header.
- Collect — have students produce a narrative draft or a transfer note you can examine.

Intervention — Module 4

Use a decision-chain strip with one box revealed at a time: Topic to Purpose to Audience to Genre to Strategy. Fade the strip after two successful cases and repeat the same type of case with new content.

Intervention Recheck

Give one new writing direction with the same decision structure. Mastery evidence is an independently selected route plus a topic-purpose-audience justification, not memorization of the previous answer.

Module 4 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to justify a genre.	Students use writing-job language (purpose, audience).	Students name a framework label only.	Ask what the job needs, not what the framework is called.
Ask students to teach the chain.	Students teach it from memory.	Students read the anchor chart word for word.	Fade the chart and ask them to teach a partner.
Ask students to transfer.	Students name what stays and what changes.	Students rewrite everything.	Show that the core idea stays; the form and details change.

Student Support Quick Reference

If a student...	Support to Provide
Names a label without a reason	Require "because the purpose is ___ for ___."
Cannot teach from memory	Use Partner Teach-Back with notes first, then fade.
Rewrites everything to transfer	Model keeping the idea and changing only the form.
Masters quickly	Route to Module 4 enrichment (full second-genre opening + note).

Enrichment — Module 4

Transfer the content of the student's personal narrative into a second genre. Students create a short alternative opening in the new genre and write a metacognitive note explaining what had to change and what could remain. Challenge: students choose a genre they have not used yet and explain why the purpose and audience make it a good fit.

Module 4 — Additional Writing Opportunity: Plan and Transfer

Writing Prompt

Take the content of your personal narrative and transfer it into a second genre of your choice (informative, opinion, correspondence, poetry, or research). Write a short opening in the new genre and a note explaining what changed and what stayed.

Connection to This Module

This week you learned that independent writers can explain and transfer their decisions. Now prove you can move the same content into a new form.

Planning Support

1. Name the core idea from your narrative that will stay.
2. Choose a new genre and name its purpose and audience.
3. Decide what must change (form, details, register) for the new job.
4. Draft a short opening in the new genre.

Step	Planning Guide
Step 1: What Stays	Name the core idea or experience.
Step 2: New Job	Name the new genre, purpose, and audience.
Step 3: What Changes	Name the form, details, and register changes.

Drafting Space

Success Criteria

- My transfer keeps the core idea.
- My new opening fits the new genre, purpose, and audience.
- My note explains what changed and what stayed.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your new opening aloud. Revise one sentence to fit the new genre and reader.

Edit

Check subject-verb agreement, singular and common nouns, and high-frequency spelling.

Share

Read both versions to a partner. Your partner names what stayed the same and what changed.

Module 4 — Auditory Engagement (Active Participation)

Approach: Partner Teach-Back.

Purpose: Students listen to a new writing situation, make an independent decision, then teach the decision chain to a partner first with notes and again from memory.

Listening Target: Listen for enough information to teach the topic-purpose-audience-genre-strategy chain without repeating the teacher's words.

Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads (Writing Situation)	Expected Teach-Back
"Teach younger students how small acts of service strengthen a school community."	Topic = student service; purpose = explain/teach; audience = younger students; genre = informative; strategy = map or brainstorm.
"Share a true experience in which someone's words changed your behavior."	Topic = a personal experience; purpose = narrate/reflect; audience = school readers; genre = personal narrative; strategy = freewrite or TRAILS map.
"Ask a community leader for support for a student service project."	Topic = service project; purpose = request; audience = community leader; genre = correspondence; strategy = brainstorm key request/details.
"Defend a school decision about how students should participate in a service day."	Topic = service-day decision; purpose = justify; audience = school community; genre = argumentative/opinion; strategy = map reasons/evidence.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

|| Pause Point — Before Choosing a Genre

Stop and think: What is the writing job? Name the topic, purpose, and audience before you name a genre — and this week, do it from memory.

|| Pause Point — Justify With Writing-Job Language

Stop and think: Can I explain my genre choice with the purpose and audience, not just a framework name? "Argumentative because the purpose is to defend a claim for a decision-making audience."

|| Pause Point — Before You Draft

Stop and think: Which planning strategy fits, and what is my important moment? Use TRAILS to shape the experience before you fill the page.

|| Pause Point — Before You Transfer

Stop and think: If I moved this same content into another genre, what would stay (the core idea) and what would change (the form, details, register)?

Module 4 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you prepare, write, and transfer this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Say the whole decision chain from memory.			
Justify my genre with writing-job language.			
Complete, revise, and edit a personal narrative.			
Transfer the same content into another genre.			
Teach my decision chain to a partner.			

One thing I am proud of:

One thing I want to get better at:

Module 4 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"This week you became an independent writer. You analyzed a new situation, chose and justified a genre and plan on your own, wrote and polished a personal narrative, and transferred the same idea into another genre. Preparation was never about a worksheet - it was about owning every decision and being able to explain it."

Module Overarching Statement — Synthesis

An independent writer can explain the entire path from writing situation to finished response: topic, purpose, audience, genre, planning strategy, draft, revision, editing, and transfer.

Module Essential Question - Answered

How does an independent writer explain the whole path from a new writing situation to a finished response — and transfer it? By analyzing the task, selecting and justifying a genre and plan with writing-job language, developing and polishing the draft, and then naming what stays and what changes to move the same content into another genre.

PREPARE Cluster - Complete

This module completes the 4th-grade PREPARE cluster. Students are now ready to carry the Genre Compass, the Audience Lens, the planning strategies, TRAILS, and transfer thinking into the writing clusters ahead.

Teacher Reflection - Module 4

Which students justify decisions with writing-job language rather than labels alone?

Which students can teach the whole decision chain from memory?

Which students transferred content into a second genre and explained what changed?

Who

is ready to carry these preparation habits into the next cluster?

Teacher Notes