

THE WRITING ACADEMY®, LLC

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GRADE



Prepare Cluster

Getting Ready to Write



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 PREPARE Cluster

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Grade 4 PREPARE Cluster

Modules 1-4 Combined Student Workbook

Welcome, Writer!

A note to you before we begin.

Dear Writer,

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

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

Let's write something worth sharing!

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Meaning	My Next Cognitive Move
 Foundational	I am finding and recognizing.	FIND IT - locate, name, identify.
 Emergent	I am beginning to connect what I know.	CONNECT IT - link the clue to the writing job.
 Visible	My thinking is becoming visible through explanation.	EXPLAIN IT - show why the choice fits.
 Independent	I can use what I know independently.	USE IT - make the decision and apply it on my own.
 Reflective	I can extend, defend, evaluate, or reflect.	EXTEND IT - defend, evaluate, transfer, or teach.

REMEMBER THE TRIANGLES

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

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

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

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E



The Writer's Job Comes First

Choosing a Response Genre



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

I can write a personal narrative that has the parts readers expect in that kind of writing.

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - details, dialogue, strong words, and other choices - to make my writing work better.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating it, responding to it, or asking a question about it.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can use my new vocabulary words out loud when I talk about my learning.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can write using both everyday words and my new vocabulary words together.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write my sentences in different ways, not just one pattern.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking with details that fit my purpose.

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 1 Learning Dashboard

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

Essential Question

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

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name topic, purpose, audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose + justify a genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Separate source vs. response genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Plan + draft with TRAILS	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise + edit my own draft	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The moment I changed was ____.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose ____ because ____.

decide

Say it: dih-SYD

What it means: to make up your mind

Try the frame: I decided to ____.

dream

Say it: DREEM

What it means: a hope or wish for something better

Try the frame: My dream is ____.

help

Say it: HELP

What it means: to make things easier or better for someone

Try the frame: I can help by ____.

Tier 1 Vocabulary - Everyday Words

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

notice

Say it: NOH-tis

What it means: to see or pay attention to something

Try the frame: I notice that ____.

plan

Say it: PLAN

What it means: to decide the steps before you begin

Try the frame: My plan is to ____.

reader

Say it: REE-der

What it means: the person who reads what a writer makes

Try the frame: My reader needs to ____.

share

Say it: SHAIR

What it means: to give part of what you have to others

Try the frame: I share ____ with ____.

story

Say it: STOR-ee

What it means: a telling of events, real or imagined

Try the frame: This story is about ____.

Tier 2 Vocabulary - Academic Writing Words

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

audience

Say it: AW-dee-uhns

What it means: the reader or readers the writing is for

Try the frame: The audience is ____.

brainstorm

Say it: BRAYN-storm

What it means: a planning HABIT that lists many ideas quickly

Try the frame: I brainstormed by ____.

edit

Say it: ED-it

What it means: to correct conventions such as grammar, punctuation, and spelling

Try the frame: I edited ____.

freewrite

Say it: FREE-ryt

What it means: a planning HABIT of writing without stopping to find ideas

Try the frame: I freewrote about ____.

genre

Say it: ZHAHN-ruh

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

Try the frame: The best genre for this job is ____.

Tier 2 Vocabulary - Academic Writing Words

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

map

Say it: MAP

What it means: a planning HABIT that organizes ideas visually

Try the frame: I mapped my ideas by ____.

narrative

Say it: NAIR-uh-tiv

What it means: writing that develops an experience through a character and events

Try the frame: This narrative develops the experience of ____.

purpose

Say it: PUR-pus

What it means: the job the writing must do (narrate, explain, justify, and more)

Try the frame: The purpose is to ____.

revise

Say it: ree-VYZ

What it means: to improve ideas, organization, or sentences

Try the frame: I revised ____.

topic

Say it: TOP-ik

What it means: what the writing is about

Try the frame: The topic is ____.

Tier 3 Vocabulary - Passage and Concept Words

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

administration

Say it: ad-min-uh-STRAY-shun

What it means: the people who help a president lead the country

Try the frame: The administration worked on ____.

citizenship

Say it: SIT-uh-zuhn-ship

What it means: being a responsible member of a community or country

Try the frame: A citizen shows citizenship by ____.

cooperation

Say it: koh-op-uh-RAY-shun

What it means: working together toward a goal

Try the frame: Cooperation means ____.

inauguration

Say it: in-aw-gyuh-RAY-shun

What it means: the ceremony when a president begins to serve

Try the frame: At the inauguration, ____.

justice

Say it: JUS-tis

What it means: fairness and equal treatment for all people

Try the frame: Justice means ____.

Tier 3 Vocabulary - Passage and Concept Words

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

memorial

Say it: muh-MOR-ee-uhl

What it means: a monument that helps people remember a person or event

Try the frame: The Lincoln Memorial helps us remember ____.

Peace Corps

Say it: PEES kor

What it means: a service program whose volunteers help communities in other countries

Try the frame: The Peace Corps helped by ____.

perspective

Say it: per-SPEK-tiv

What it means: the point of view of the person telling something

Try the frame: From this perspective, ____.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: a duty or job a person is trusted to do

Try the frame: One responsibility I have is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

The Genre Compass

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

TOPIC

PURPOSE

AUDIENCE

RESPONSE GENRE

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

A passage can be fiction while your response is informative, opinion, correspondence, poetry, research/inquiry, or another genre. Your writing job decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let an audience experience an event or discovery	tell, experience, moment	Brainstorm, Freewrite, Map + TRAILS
Informative	explain or teach information	explain, describe, teach	Brainstorm or Map
Opinion	state and support a judgment	think, best, should	Brainstorm or Map
Argumentative	make a claim and defend it with reasons and evidence	claim, defend, evidence	Map
Poetry	express an idea through poetic craft	poem, image, feeling	Brainstorm or Freewrite
Correspondence	communicate directly with a specific reader	letter, message, request	Brainstorm
Research / Inquiry	investigate a question using sources	research, investigate, sources	Map

The PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, 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 HABIT that helps organize the thinking.
6. For formal narrative work, use TRAILS to develop the experience.

PLANNING CHOICES

Brainstorm	list many ideas quickly
Freewrite	write without stopping to uncover ideas and thoughts
Map	organize ideas visually and show relationships

ORAL REHEARSAL FRAME

The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____ because the job requires _____. I will plan by _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

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

BOARD TEXT TO REMEMBER

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

Before You Read

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

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

T - Topic or Experience	Name the experience your narrative will develop.
R - Relationships	Who or what matters in this experience?
A - Actions, Thoughts, and Dialogue	What precise actions, thoughts, or dialogue reveal the experience?
I - Important Moment	What discovery, decision, or event changes the experience?
L - Lesson or Lasting Effect	What do you understand, feel, or carry away?
S - Setting	Where and when does it happen? What sensory details make it real?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again on page 62.

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 1 - Dream

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

[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.

Ready to Stretch? Take Your Thinking Further!

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

Dream - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Purpose

Choose one piece of evidence. Verbally explain how it could help a writer teach, persuade, or communicate with a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - Serve

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

[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?

Ready to Stretch? Take Your Thinking Further!

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

Serve - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Purpose

Choose one piece of evidence. Verbally explain how it could help a writer teach, persuade, or communicate with a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Fast Response Contrast: Same source. Different writing job.

TODAY'S PURPOSE: I will distinguish the reading source from the writing job and begin using the Genre Compass.

A. Tell the story of a moment when the child in “Dream” begins to understand Dr. King's idea.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

B. Explain the meaning of service shown in “Serve.”

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

C. State and support a judgment about a helpful action students can take.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

STUDENT SUPPORT - Another Way to Show What You Know

Use the route list on page 19. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

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

Model With “Dream”

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

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

Try the Chain With “Serve”

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

Topic:

Purpose:

Audience:

Genre and planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

Genre Signal Sort: Every placement must be defended with a writing-job reason.

THE GOAL IS NOT SPEED

Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Defend the decision before the point counts.

Group Roles

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

How to Play

1. Use the setup page on page 36. Cut the response genre cards on page 37 and task cards on pages 39 and 41.
2. Place each task card in the response genre box that fits best.
3. Say your topic-purpose-audience reason before anyone checks.
4. After the group commits, flip the matched cards. Matching back codes mean the pair is correct.
5. If the codes do not match, fix the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the game board on page 35. Write the task number in the genre box or draw a line to the route. You still must give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

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

Genre Signal Sort - Game Board

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

Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Opinion

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Poetry

Task card(s): _____

Reason: _____

Research / Inquiry

Task card(s): _____

Reason: _____

Before You Cut - Set Up the Genre Signal Sort

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

CUT-PAGE RULES

Dashed lines mean CUT. Cut only on the dashed boundaries. Keep every word safely inside its card. The pages behind the cut pages contain only light self-checking codes.

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

Use the game board on page 35. Write the task number in the route box or draw a line to the genre. You still give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any task cards, predict which purpose verbs might signal Narrative, Informative, Opinion, Correspondence, Poetry, or Research / Inquiry.

CUT PAGE - Response Genre Cards

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

Narrative

Informative

Opinion

Correspondence

Poetry

Research / Inquiry

Self-Check Backs - Genre Cards

Intentionally mirrored for duplex printing. Check only after the group commits.

B2

A1

D4

C3

F6

E5

CUT PAGE - Task Cards A

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 1

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

TASK CARD 2

Use “Serve” to teach a class what the Peace Corps represents in the passage.

TASK CARD 3

Use both passages to state and support which small student action would strengthen a school community most.

Self-Check Backs - Task Cards A

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

A1

B2

C3

CUT PAGE - Task Cards B

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 1

Write a message welcoming a new student and offering one specific kind of help.

TASK CARD 2

Turn the feeling of carrying a dream forward into a short poem.

TASK CARD 3

Investigate how a major public speech can influence later civic action.

Self-Check Backs - Task Cards B

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

D4

E5

F6

Genre Signal Sort - Record the Reason

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

Task	My Route	Purpose + Audience Reason
1		
2		
3		
4		
5		
6		

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

I see that route. I think ____ fits more strongly because the purpose or audience requires ____.

LISTEN AND LABEL

When your teacher reads a new writing job aloud, wait until the whole direction is finished. Hold up the genre card that fits and defend it with a purpose-audience reason.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one module writing job:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

Pause before you plan or draft. Capture the first version of the moment you may write about.

YOUR WRITING JOB

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.

FIRST THINKING

The moment I may write about is

At first, I thought or decided

Then these words, actions, or examples changed something:

Why this could matter to classmates:

My thinking level before I plan:

MOVE YOUR THINKING



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USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: At first I _____. Then _____. After that, I _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

Personal Narrative: Make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

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

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

My writing job in one sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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USE



Reflective
EXTEND

TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience your narrative will develop.

R - Relationships

Who or what matters in this experience?

A - Actions, Thoughts, and Dialogue

What precise actions, thoughts, or dialogue reveal the experience?

I - Important Moment

What discovery, decision, or event changes the experience?

L - Lesson or Lasting Effect

What do you understand, feel, or carry away?

S - Setting

Where and when does it happen? What sensory details make it real?

Personal Narrative Draft - Page 1

Write for classmates. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience the event.

[illegible]

Personal Narrative Draft - Page 2

Continue the experience. Land on a lasting effect instead of simply stopping.

ENDING FOCUS

What changed in your thinking or action? What do you still carry from the experience?
Let the ending reveal the Lesson or Lasting Effect.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Revise structure first so the sentence says what you mean clearly.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

Sentence 1

Original sentence 1:

Revised sentence 1:

Sentence 2

Original sentence 2:

Revised sentence 2:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

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

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside one sentence whose structure you intentionally revised.
- Circle one detail you included because your audience needed it.

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your plan or draft.

- Genre 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 HABIT 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.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose from the six awards above. Point to the proof before you write. If writing the explanation is difficult, say “I award this because...” and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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EXTEND**

Day 4 - TARGET the Next Decision

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

Choose One Target Area

- ☐ Genre selection ☐ Audience awareness ☐ Planning HABIT
☐ TRAILS development ☐ Sentence structure ☐ Editing

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

What would I do differently next time?

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is specific because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach the decision chain using your own plan and writing as evidence.

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: "Explain the reason you chose ____."
- Give evidence-based feedback instead of a general compliment.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. You may use this card, but do not simply read every line. Your job is to explain.

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1.

2.

3.

4.

5.

MY THINKING NOW

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

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Draft A and Draft B

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

THE PROMPT

Write a 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.

Draft A

"My friend told me to be nice. So I was nice. It was good. The end."

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B

"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 one specific next move?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - Draft C

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

Draft C

“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.”

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

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

Find one sentence whose structure helps the reader understand a relationship among actions or ideas. Why does this detail fit an audience of classmates?

Ready to Stretch? Take Your Thinking Further!

A strong model can still be improved. Name one revision you would consider making to Draft C and defend why it would help the reader.

Compare the Models

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

Feature	Draft A	Draft B	Draft C
Clear setting	☐	☐	☐
Dialogue / thoughts	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Varied sentence structure	☐	☐	☐
Audience-aware detail	☐	☐	☐

Move Draft A Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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EXTEND**

Additional Writing Opportunity

New purpose. New audience. New genre decision.

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, then draft your response.

Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and planning HABIT.
- My genre choice is justified by the purpose and audience.
- My draft fits the genre I chose.
- I revise one sentence for structure.
- I edit subject-verb agreement, singular and common nouns, and high-frequency spelling.

My First Decision

Idea I am taking from the passage:

New purpose I want my writing to accomplish:

New audience I want to reach:

STUDENT SUPPORT - Another Way to Show What You Know

Choose a purpose that could reasonably fit your genre: narrate, explain, justify, request, reflect, or investigate. Then name the reader who most needs that purpose.

Ready to Stretch? Take Your Thinking Further!

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

PREPARE Header + Planning

Name the job first. Then choose the form.

Topic:

Purpose:

Audience:

Response Genre:

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because

Step	My Thinking
1. The Job - topic, purpose, audience	
2. The Genre - route + justification	
3. The Plan - how I organize thinking	
4. The Reader - what my audience needs	
5. The First Move - what I will write first	

STUDENT SUPPORT - Another Way to Show What You Know

If your genre is narrative, use TRAILS on page 22. For another genre, use brainstorming, freewriting, or mapping to organize the ideas your purpose and audience need.

Ready to Stretch? Take Your Thinking Further!

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

Additional Draft - Page 1

Keep your purpose and audience visible while you write.

AUDIENCE CHECK

Before each new paragraph or section, ask: Does my reader need this? Keep details that serve the job. Remove details that do not.

[illegible]

Additional Draft - Page 2

Finish the job your writing is supposed to do.

PURPOSE CHECK

Read your last few lines. Do they still match the purpose you named in your PREPARE header? If not, adjust the ending so the response completes the job.

[illegible]

Revise, Edit, and Share

Revision improves meaning and structure. Editing checks conventions.

REVISE

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

Before:

After:

EDIT

- ☐ Subject-verb agreement
 ☐ Singular nouns
 ☐ Common nouns
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

Partner: Name the writer's purpose and audience. Then name one choice that fits the genre.

My partner said my purpose is:

One choice that fits my genre is:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner if public sharing is difficult. The feedback must still name the purpose, audience, and a specific genre-fitting

choice.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

Did your second genre decision feel easier than the first one? Use proof to explain.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Name the purpose, audience, and genre of this new response. Point to proof that your decision fits.

Proof of Transfer

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

Partner feedback I want to remember:

READY TO STRETCH? - Three Genres From One Idea

One source idea can support many writing jobs. The purpose and audience determine the strongest route.

THE CHALLENGE

Choose one idea from “Dream” or “Serve.” Create three different writing directions for three different genres. For each one, explain exactly which purpose or audience clue makes the genre appropriate.

Writing Job 1

Direction: _____

Genre: _____

Purpose/Audience clue that proves it: _____

Writing Job 2

Direction: _____

Genre: _____

Purpose/Audience clue that proves it: _____

Writing Job 3

Direction: _____

Genre: _____

Purpose/Audience clue that proves it: _____

Analyze + Create

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

MOVE YOUR THINKING



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Reflective
EXTEND

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 1 CLOSING IDEA

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.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

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

My Answer

I do not begin by guessing a format. I identify the topic, purpose, and audience, choose the response genre that fits the job, and then use the tools of that genre - like TRAILS for a personal narrative - to plan and draft.

STUDENT SUPPORT - Another Way to Show What You Know

Begin with the writing job: A writer starts by naming the ____, then chooses the response genre that fits because ____, plans with a ____, and drafts using the tools of that genre.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E



The Same Idea, Many Jobs

Purpose and Audience Change the Writing



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

I can write a personal narrative that has the parts readers expect in that kind of writing.

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - details, dialogue, strong words, and other choices - to make my writing work better.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating it, responding to it, or asking a question about it.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can use my new vocabulary words out loud when I talk about my learning.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can write using both everyday words and my new vocabulary words together.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write my sentences in different ways, not just one pattern.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking with details that fit my purpose.

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

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

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 2 Learning Dashboard

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

Essential Question

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

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name what my reader knows, needs, and expects	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose details and register that fit my audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match one idea to different writing jobs	a lot / a little / new	a lot / a little / new	a lot / a little / new
Develop a moment with dialogue and reflection	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise sentence structure and edit conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The moment that changed me was ____.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose ____ because ____.

feel

Say it: FEEL

What it means: to have an emotion or sense

Try the frame: This moment made me feel ____.

help

Say it: HELP

What it means: to make things easier or better for someone

Try the frame: I chose to help by ____.

kind

Say it: KYND

What it means: caring and friendly toward others

Try the frame: A kind choice I made was ____.

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

notice

Say it: NOH-tis

What it means: to see or pay attention to something

Try the frame: I noticed that ____.

plan

Say it: PLAN

What it means: to decide the steps before you begin

Try the frame: My plan is to ____.

reader

Say it: REE-der

What it means: the person who reads what a writer makes

Try the frame: My reader needs to ____.

share

Say it: SHAIR

What it means: to give part of what you have to others

Try the frame: I shared ____ with ____.

story

Say it: STOR-ee

What it means: a telling of events, real or imagined

Try the frame: My story is about ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

audience

Say it: AW-dee-uhns

What it means: the reader or readers the writing is for

Try the frame: The audience is ____.

craft

Say it: KRAFT

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

Try the frame: One craft move I used is ____.

dialogue

Say it: DY-uh-log

What it means: the exact words characters say

Try the frame: The dialogue shows ____.

freewriting

Say it: FREE-ry-ting

What it means: a planning HABIT of writing without stopping to find ideas

Try the frame: I freewrote about ____.

genre

Say it: ZHAHN-ruh

What it means: a kind of writing, such as narrative or informative

Try the frame: The genre that fits is ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

perspective

Say it: per-SPEK-tiv

What it means: the point of view of the person telling something

Try the frame: From this perspective, ____.

purpose

Say it: PUR-pus

What it means: the job the writing must do

Try the frame: The purpose is to ____.

reflection

Say it: ree-FLEK-shun

What it means: the writer's thinking about what a moment meant

Try the frame: My reflection explains ____.

register

Say it: REJ-uh-ster

What it means: how formal or friendly the writing sounds

Try the frame: I chose a ____ register because ____.

revise

Say it: ree-VYZ

What it means: to improve ideas, organization, or sentences

Try the frame: I revised ____.

Tier 3 Vocabulary - Passage and Concept Words

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

administration

Say it: ad-min-uh-STRAY-shun

What it means: the people who help a president lead the country

Try the frame: The administration worked on ____.

citizenship

Say it: SIT-uh-zuhn-ship

What it means: being a responsible member of a community or country

Try the frame: A citizen shows citizenship by ____.

cooperation

Say it: koh-op-uh-RAY-shun

What it means: working together toward a goal

Try the frame: Cooperation means ____.

fairness

Say it: FAIR-nis

What it means: treating people equally and justly

Try the frame: Fairness means ____.

inauguration

Say it: in-aw-gyuh-RAY-shun

What it means: the ceremony when a president begins to serve

Try the frame: At the inauguration, ____.

Tier 3 Vocabulary - Passage and Concept Words

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

memorial

Say it: muh-MOR-ee-uhl

What it means: a monument that helps people remember a person or event

Try the frame: The Lincoln Memorial helps us remember ____.

participation

Say it: par-tis-uh-PAY-shun

What it means: taking part in something with others

Try the frame: Participation looks like ____.

Peace Corps

Say it: PEES kor

What it means: a service program whose volunteers help communities in other countries

Try the frame: The Peace Corps helped by ____.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: a duty or job a person is trusted to do

Try the frame: One responsibility I have is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

The Genre Compass

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

TOPIC

PURPOSE

AUDIENCE

RESPONSE GENRE

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

A passage can be fiction while your response is informative, opinion, correspondence, poetry, research/inquiry, or another genre. Your writing job decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let an audience experience an event or discovery	tell, experience, moment	Brainstorm, Freewrite, Map + TRAILS
Informative	explain or teach information	explain, describe, teach	Brainstorm or Map
Opinion	state and support a judgment	think, best, should	Brainstorm or Map
Argumentative	make a claim and defend it with reasons and evidence	claim, defend, evidence	Map
Poetry	express an idea through poetic craft	poem, image, feeling	Brainstorm or Freewrite
Correspondence	communicate directly with a specific reader	letter, message, request	Brainstorm
Research / Inquiry	investigate a question using sources	research, investigate, sources	Map

The PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, justify, request, reflect, or 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 HABIT that helps organize the thinking.
6. For formal narrative work, use TRAILS to develop the experience.

AUDIENCE LENS

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

ORAL REHEARSAL FRAME

The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____ because the job requires _____. I will plan by _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

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

BOARD TEXT TO REMEMBER

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

Before You Read

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

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

T - Topic or Experience	Name the experience your narrative will develop.
R - Relationships	Who or what matters in this experience?
A - Actions, Thoughts, and Dialogue	What precise actions, thoughts, or dialogue reveal the experience?
I - Important Moment	What discovery, decision, or event changes the experience?
L - Lesson or Lasting Effect	What do you understand, feel, or carry away?
S - Setting	Where and when does it happen? What sensory details make it real?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again on page 126.

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: My audience is ____, and they need _____. So I will include ____ and sound _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 1 - Dream - Part 1 of 2

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

[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?"

PASSAGE 1 - Dream - Part 2 of 2

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

[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.

Ready to Stretch? Take Your Thinking Further!

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

Dream - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Purpose

Choose one piece of evidence. Verbally explain how it could help a writer teach, persuade, or communicate with a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - Serve - Part 1 of 2

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

[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.

PASSAGE 2 - Serve - Part 2 of 2

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

[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?

Ready to Stretch? Take Your Thinking Further!

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

Serve - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Purpose

Choose one piece of evidence. Verbally explain how it could help a writer teach, persuade, or communicate with a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Fast Response Contrast: Same idea. Different purpose and audience.

TODAY'S PURPOSE: I will reveal how purpose and audience change the writing.

A. Tell a younger student about one meaningful service experience as a story.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

B. Explain service to a school visitor who needs clear information.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

C. Write a respectful message to a principal requesting a service opportunity.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

STUDENT SUPPORT - Another Way to Show What You Know

Use the route list on page 81. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

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

Model With “Dream”

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

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

Try the Chain With “Serve”

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

Topic:

Purpose:

Audience:

Genre and planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

Same Topic, Different Job: Every placement must be defended with a writing-job reason.

THE GOAL IS NOT SPEED

Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Defend the decision before the point counts.

Group Roles

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

How to Play

1. Use the setup page on page 100. Cut the response genre cards on page 101 and task cards on pages 41 and 43.
2. Place each task card in the response genre box that fits best.
3. Say your topic-purpose-audience reason before anyone checks.
4. After the group commits, flip the matched cards. Matching back codes mean the pair is correct.
5. If the codes do not match, fix the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the game board on page 99. Write the task number in the genre box or draw a line to the route. You still must give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

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

Same Topic, Different Job - Game Board

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

Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Argumentative

Task card(s): _____

Reason: _____

Opinion

Task card(s): _____

Reason: _____

Poetry

Task card(s): _____

Reason: _____

Before You Cut - Set Up Same Topic, Different Job

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

CUT-PAGE RULES

Dashed lines mean CUT. Cut only on the dashed boundaries. Keep every word safely inside its card. The pages behind the cut pages contain only light self-checking codes.

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

Use the game board on page 99. Write the task number in the route box or draw a line to the genre. You still give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any task cards, predict which purpose verbs might signal Narrative, Informative, Correspondence, Argumentative, Opinion, or Poetry.

CUT PAGE - Response Genre Cards

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

Narrative

Informative

Correspondence

Argumentative

Opinion

Poetry

Self-Check Backs - Genre Cards

Intentionally mirrored for duplex printing. Check only after the group commits.

B2

A1

D4

C3

F6

E5

CUT PAGE - Task Cards A

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 1

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

TASK CARD 2

Explain to younger students why small acts of service matter.

TASK CARD 3

Write to a principal requesting a student service project.

Self-Check Backs - Task Cards A

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

A1

B2

C3

CUT PAGE - Task Cards B

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 4

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

TASK CARD 5

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

TASK CARD 6

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

Self-Check Backs - Task Cards B

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

D4

E5

F6

Same Topic, Different Job - Record the Reason

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

Task	My Route	Purpose + Audience Reason
1		
2		
3		
4		
5		
6		

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

I see that route. I think ____ fits more strongly because the purpose or audience requires ____.

LISTEN AND LABEL

When your teacher reads a new writing job aloud, wait until the whole direction is finished. Hold up the genre card that fits and defend it with a purpose-audience reason.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one module writing job:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

Pause before you plan or draft. Capture the first version of the moment you may write about.

YOUR WRITING JOB

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.

FIRST THINKING

The time I chose to include, help, encourage, or serve someone was

The other person and I were

The important action, thought, or dialogue was

Why this could matter to classmates:

My thinking level before I plan:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: I noticed _____. I chose to _____. After that, _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

Personal Narrative: Make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

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

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

My writing job in one sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience your narrative will develop.

R - Relationships

Who or what matters in this experience?

A - Actions, Thoughts, and Dialogue

What precise actions, thoughts, or dialogue reveal the experience?

I - Important Moment

What discovery, decision, or event changes the experience?

L - Lesson or Lasting Effect

What do you understand, feel, or carry away?

S - Setting

Where and when does it happen? What sensory details make it real?

Personal Narrative Draft - Page 1

Write for classmates. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience the event.

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

Personal Narrative Draft - Page 2

Continue the experience. Land on a lasting effect instead of simply stopping.

ENDING FOCUS

What changed in your thinking or action? What do you still carry from the experience?
Let the ending reveal the Lesson or Lasting Effect.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Revise structure first so the sentence says what you mean clearly.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

Sentence 1

Original sentence 1:

Revised sentence 1:

Sentence 2

Original sentence 2:

Revised sentence 2:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

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

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside one sentence whose structure you intentionally revised.
- Circle one detail you included because your audience needed it.

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your plan or draft.

- Genre 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 HABIT 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.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose from the six awards above. Point to the proof before you write. If writing the explanation is difficult, say “I award this because...” and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET the Next Decision

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

Choose One Target Area

- ☐ Genre selection ☐ Audience awareness ☐ Planning HABIT
☐ TRAILS development ☐ Sentence structure ☐ Editing

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

What would I do differently next time?

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is specific because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach the decision chain using your own plan and writing as evidence.

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.
- Ask: "Explain the reason you chose ____."
- Give evidence-based feedback instead of a general compliment.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. You may use this card, but do not simply read every line. Your job is to explain.

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1.

2.

3.

4.

5.

MY THINKING NOW

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

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

Name what my reader knows, needs, and expects; choose details and register for my audience; match one idea to different writing jobs; develop a moment with dialogue and reflection; and revise and edit my writing.

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Draft A and Draft B

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

THE PROMPT

Write a 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.

Draft A

“A kid was alone. I helped. It was nice. The end.”

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B

“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 one specific next move?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on page 84. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - Draft C

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

Draft C

“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.”

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

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

Find one sentence whose structure helps the reader understand a relationship among actions or ideas. Why does this detail fit an audience of classmates?

Ready to Stretch? Take Your Thinking Further!

A strong model can still be improved. Name one revision you would consider making to Draft C and defend why it would help the reader.

Compare the Models

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

Feature	Draft A	Draft B	Draft C
Clear setting	☐	☐	☐
Dialogue / thoughts	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Varied sentence structure	☐	☐	☐
Audience-aware detail	☐	☐	☐

Move Draft A Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Additional Writing Opportunity

One idea. Two audiences. Two audience-aware openings.

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.

Success Criteria

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

Step 1 - The Idea

Name the one idea both pieces will share:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Two PREPARE Headers + Audience Lens

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

READER ONE

Topic / shared idea:

Purpose:

Audience:

Know / Need / Expect:

Register: Formal / Friendly

READER TWO

Topic / shared idea:

Purpose:

Audience:

Know / Need / Expect:

Register: Formal / Friendly

Opening for Reader One

Choose details and a register that fit your first audience.

AUDIENCE CHECK

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

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

Opening for Reader Two

Shape the same idea differently for your second audience.

COMPARE AS YOU DRAFT

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

[illegible]

Revise, Edit, and Share

Revision improves meaning and structure. Editing checks conventions.

REVISE

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

Reader One revision:

Reader Two revision:

EDIT

- ☐ Subject-verb agreement
 ☐ Singular nouns
 ☐ Common nouns
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

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

One audience-fitting choice my partner noticed:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

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

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Name both audiences. Point to one change in detail or register and explain why it fits the reader.

Proof of Transfer

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

Partner feedback I want to remember:

READY TO STRETCH? - Two Audiences, Two Openings

The same content changes when the reader changes.

THE CHALLENGE

Choose the same content and two audiences, such as a best friend and a principal. Create two openings and annotate how the detail, register, and conventions changed for each audience.

Opening for a Best Friend

Audience need:

Opening:

Opening for a Principal

Audience need:

Opening:

Analyze + Explain

Which single change made the biggest difference for the reader, and why?

MOVE YOUR THINKING



Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 2 CLOSING IDEA

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.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

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

My Answer

Purpose and audience are not labels I add after drafting. They shape my genre and my choices from the beginning, including which details I use and how I make the writing sound.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the reader: Because my audience needed ___, I included ___ and left out ___, and I made the writing sound ___ because ___.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E



Choose the Route and the Planning HABIT

Genre and Planning Choices



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

I can write a personal narrative that has the parts readers expect in that kind of writing.

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - details, dialogue, strong words, and other choices - to make my writing work better.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating it, responding to it, or asking a question about it.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can use my new vocabulary words out loud when I talk about my learning.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can write using both everyday words and my new vocabulary words together.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write my sentences in different ways, not just one pattern.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking with details that fit my purpose.

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 3 Learning Dashboard

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

Essential Question

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

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Select and justify a response genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Compare brainstorm, freewrite, and map	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose + justify a planning HABIT	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use TRAILS to develop an experience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise two sentences and edit conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The moment that changed me was ____.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose ____ because ____.

decide

Say it: dih-SYD

What it means: to make up your mind

Try the frame: I decided to ____.

help

Say it: HELP

What it means: to make things easier or better for someone

Try the frame: I chose to help by ____.

notice

Say it: NOH-tis

What it means: to see or pay attention to something

Try the frame: I noticed a way to ____.

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

plan

Say it: PLAN

What it means: to decide the steps before you begin

Try the frame: My plan is to ____.

reader

Say it: REE-der

What it means: the person who reads what a writer makes

Try the frame: My reader needs to ____.

share

Say it: SHAIR

What it means: to give part of what you have to others

Try the frame: I shared ____ with ____.

story

Say it: STOR-ee

What it means: a telling of events, real or imagined

Try the frame: My story is about ____.

try

Say it: TRY

What it means: to make an effort to do something

Try the frame: I will try to ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

brainstorm

Say it: BRAYN-storm

What it means: a planning HABIT that lists many ideas quickly

Try the frame: I brainstormed ____.

draft

Say it: DRAFT

What it means: an early version of a piece of writing

Try the frame: In my draft I ____.

freewrite

Say it: FREE-ryt

What it means: a planning HABIT of writing without stopping to find ideas

Try the frame: I freewrote about ____.

genre

Say it: ZHAHN-ruh

What it means: a kind of writing, such as narrative or informative

Try the frame: The genre that fits is ____.

HABIT

Say it: HAB-it

What it means: a planned way of doing something

Try the frame: My planning HABIT is ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

mapping

Say it: MAP-ing

What it means: drawing how ideas connect

Try the frame: I used mapping to show ____.

relevant

Say it: REL-uh-vunt

What it means: closely connected to the topic or job

Try the frame: This detail is relevant because ____.

revise

Say it: ree-VYZ

What it means: to improve ideas, organization, or sentences

Try the frame: I revised ____.

sequence

Say it: SEE-kwens

What it means: the order in which things happen

Try the frame: The sequence of events is ____.

transition

Say it: tran-ZISH-un

What it means: a word or phrase that connects ideas

Try the frame: The transition connects ____ to ____.

Tier 3 Vocabulary - Passage and Concept Words

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

citizenship

Say it: SIT-uh-zuhn-ship

What it means: being a responsible member of a community or country

Try the frame: A citizen shows citizenship by ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work together

Try the frame: I can help my community by ____.

contribution

Say it: kon-truh-BYOO-shun

What it means: something helpful a person gives

Try the frame: My contribution can be ____.

determination

Say it: di-tur-muh-NAY-shun

What it means: the choice to keep working toward a goal

Try the frame: Determination helped ____.

inauguration

Say it: in-aw-gyuh-RAY-shun

What it means: the ceremony when a president begins to serve

Try the frame: At the inauguration, ____.

Tier 3 Vocabulary - Passage and Concept Words

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

opportunity

Say it: op-er-TOO-nuh-tee

What it means: a chance to do something

Try the frame: One opportunity to help is ____.

participation

Say it: par-tis-uh-PAY-shun

What it means: taking part in something with others

Try the frame: Participation looks like ____.

Peace Corps

Say it: PEES kor

What it means: a service program whose volunteers help communities in other countries

Try the frame: The Peace Corps helped by ____.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: a duty or job a person is trusted to do

Try the frame: One responsibility I have is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

The Genre Compass

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

TOPIC

PURPOSE

AUDIENCE

RESPONSE GENRE

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

A passage can be fiction while your response is informative, opinion, correspondence, poetry, research/inquiry, or another genre. Your writing job decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let an audience experience an event or discovery	tell, experience, moment	Brainstorm, Freewrite, Map + TRAILS
Informative	explain or teach information	explain, describe, teach	Brainstorm or Map
Opinion	state and support a judgment	think, best, should	Brainstorm or Map
Argumentative	make a claim and defend it with reasons and evidence	claim, defend, evidence	Map
Poetry	express an idea through poetic craft	poem, image, feeling	Brainstorm or Freewrite
Correspondence	communicate directly with a specific reader	letter, message, request	Brainstorm
Research / Inquiry	investigate a question using sources	research, investigate, sources	Map

The PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, 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 HABIT that helps organize the thinking.
6. For formal narrative work, use TRAILS to develop the experience.

THE THREE PLANNING HABITS

HABIT	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

ORAL REHEARSAL FRAME

The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____ because the job requires _____. I will plan by _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

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

BOARD TEXT TO REMEMBER

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

Before You Read

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

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

T - Topic or Experience	Name the experience your narrative will develop.
R - Relationships	Who or what matters in this experience?
A - Actions, Thoughts, and Dialogue	What precise actions, thoughts, or dialogue reveal the experience?
I - Important Moment	What discovery, decision, or event changes the experience?
L - Lesson or Lasting Effect	What do you understand, feel, or carry away?
S - Setting	Where and when does it happen? What sensory details make it real?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer before the lessons. You will answer the same question again on page 198.

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 1 - Dream - Part 1 of 5

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

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

[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.

PASSAGE 1 - Dream - Part 2 of 5

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

[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.

PASSAGE 1 - Dream - Part 3 of 5

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

[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.

PASSAGE 1 - Dream - Part 4 of 5

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

[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.

PASSAGE 1 - Dream - Part 5 of 5

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

[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.

Dream - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Planning Purpose

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - Serve - Part 1 of 7

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

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

[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.

PASSAGE 2 - Serve - Part 2 of 7

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

[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.

PASSAGE 2 - Serve - Part 3 of 7

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

[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.

PASSAGE 2 - Serve - Part 4 of 7

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

[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.”

PASSAGE 2 - Serve - Part 5 of 7

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

[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.

PASSAGE 2 - Serve - Part 6 of 7

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

[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.

PASSAGE 2 - Serve - Part 7 of 7

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

[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.

Serve - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Planning Purpose

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Fast Response Contrast: Match the route and the plan.

TODAY'S PURPOSE: I will match a planning HABIT to the thinking each writing job needs.

A. Develop a true experience with an important moment.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

B. Organize several connected facts about civic participation.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

C. Generate several possible reasons before selecting the strongest.

Topic: _____ Purpose: _____

Audience: _____

Genre + planning HABIT:

Why the plan fits the thinking:

STUDENT SUPPORT - Another Way to Show What You Know

Use the route list on page 145. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

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

Model With “Dream”

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

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

Model With “Serve”

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

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

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

THE GOAL IS NOT SPEED ALONE

Read the 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 planning HABIT.
- Evidence Speaker - proves the choice using topic, purpose, and audience.
- Checker - compares the decision with the Response Ecosystem and invites a respectful challenge.

How to Play

1. Use the setup page on page 172. Cut the response genre cards on page 173 and task cards on pages 49 and 51.
2. Place each task card in the response genre box that fits best.
3. Name the planning HABIT and say why it helps before anyone checks.
4. After the group commits, flip the matched cards. Matching back codes mean the pair is correct.
5. If the codes do not match, fix the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the game board on page 171. Write the task number in the genre box and name the planning HABIT. You still must give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

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

Genre Route Relay - Game Board

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

Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Opinion

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Poetry

Task card(s): _____

Reason: _____

Research / Inquiry

Task card(s): _____

Reason: _____

Before You Cut - Set Up Genre Route Relay

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

CUT-PAGE RULES

Dashed lines mean CUT. Cut only on the dashed boundaries. Keep every word safely inside its card. The pages behind the cut pages contain only light self-checking codes.

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

Use the game board on page 171. Write the task number in the route box and record the planning HABIT. You still give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Response Genre Cards

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

Narrative

Informative

Opinion

Correspondence

Poetry

Research / Inquiry

Self-Check Backs - Genre Cards

Intentionally mirrored for duplex printing. Check only after the group commits.

B2

A1

D4

C3

F6

E5

CUT PAGE - Task Cards A

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 1

Write a personal narrative about a moment when you chose to include someone.

TASK CARD 2

Explain three ways students can serve a community.

TASK CARD 3

Generate a school-service proposal for classmates to evaluate.

Self-Check Backs - Task Cards A

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

A1

B2

C3

CUT PAGE - Task Cards B

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 4

Write a formal request to a community organization for supplies.

TASK CARD 5

Investigate one historical program connected to public service.

TASK CARD 6

Write a poem about hope moving from one person to another.

Self-Check Backs - Task Cards B

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

D4

F6

E5

Genre Route Relay - Record the Reason

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

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

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

I see that route. I think ____ fits more strongly because the purpose or audience requires ____.

LISTEN AND LABEL

When your teacher reads a new writing job aloud, wait until the whole direction is finished. Hold up the genre card that fits and defend it with a purpose-audience reason.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one module writing job:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

Pause before you plan or draft. Capture the first version of the moment you may write about.

YOUR WRITING JOB

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 HABIT that fits your experience, justify the choice, and revise at least two sentences for stronger structure.

FIRST THINKING

The time I recognized a way to make a positive difference was

The family, class, team, school, or community was

The important discovery, decision, or event was

The lasting effect was

My thinking level before I plan:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: I noticed _____. I decided _____. After that, _____ changed.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

Personal Narrative: Make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

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 HABIT that fits your experience, justify the choice, and revise at least two sentences for stronger structure.

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

My writing job in one sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience your narrative will develop.

R - Relationships

Who or what matters in this experience?

A - Actions, Thoughts, and Dialogue

What precise actions, thoughts, or dialogue reveal the experience?

I - Important Moment

What discovery, decision, or event changes the experience?

L - Lesson or Lasting Effect

What do you understand, feel, or carry away?

S - Setting

Where and when does it happen? What sensory details make it real?

Personal Narrative Draft - Page 1

Write for classmates. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience the event.

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

Personal Narrative Draft - Page 2

Continue the experience. Land on a lasting effect instead of simply stopping.

ENDING FOCUS

What changed in your thinking or action? What do you still carry from the experience?
Let the ending reveal the Lesson or Lasting Effect.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Revise structure first so the sentence says what you mean clearly.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

Sentence 1

Original sentence 1:

Revised sentence 1:

Sentence 2

Original sentence 2:

Revised sentence 2:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

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

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside two sentences whose structure you intentionally revised.
- Circle one detail you included because your audience needed it.

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

Evaluate your planning HABIT: Which part most improved the draft? Defend why another planning HABIT would have organized this experience less effectively.

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your plan or draft.

- 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 HABIT 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.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose from the six awards above. Point to the proof before you write. If writing the explanation is difficult, say “I award this because...” and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET the Next Decision

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

Choose One Target Area

- ☐ Genre selection
 ☐ Audience awareness
 ☐ Planning HABIT
☐ TRAILS development
 ☐ Sentence structure
 ☐ Editing

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

A curiosity I want to explore or stress point I will address is

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is specific because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Become a PREPARE Coach: teach the decision chain using your own plan and writing as evidence.

PREPARE Coach - 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: "Explain the reason you chose ____."
- Give evidence-based feedback instead of a general compliment.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. You may use this card, but do not simply read every line. Your job is to explain.

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1.

2.

3.

4.

5.

MY THINKING NOW

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

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

Select and justify a response genre; compare planning HABITS; choose and justify a planning route; develop an experience with TRAILS; and revise two sentences for stronger structure.

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Draft A and Draft B

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

THE PROMPT

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 HABIT that fits your experience, justify the choice, and revise at least two sentences for stronger structure.

Draft A

“I helped clean up. It was good. Helping is nice. The end.” (No planning HABIT named.)

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B

“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.” (Planning: “I used a map to connect the people and events.”)

What is one specific next move?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on page 148. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - Draft C

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

Draft C

“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.” (Planning: “I freewrote first to uncover my thoughts, then used TRAILS.”)

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

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

Find one sentence whose structure helps the reader understand a relationship among actions or ideas. Why does this detail fit an audience of classmates?

Ready to Stretch? Take Your Thinking Further!

A strong model can still be improved. Name one revision you would consider making to Draft C and defend why it would help the reader.

Compare the Models

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

Feature	Draft A	Draft B	Draft C
Planning HABIT + justification	☐	☐	☐
Clear setting	☐	☐	☐
Dialogue / thoughts	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Varied sentence structure	☐	☐	☐

Move Draft A Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Additional Writing Opportunity

Plan the same idea two ways, then choose the stronger plan.

WRITING PROMPT

Choose one idea from “Dream” or “Serve” and plan it two different ways - with two different planning HABITS. Then choose the plan that would produce the stronger draft and explain why.

Connection to This Module

This week you learned that the plan matches the job. Now prove you can choose a planning HABIT on purpose.

Success Criteria

- I planned the same idea two ways.
- I chose the stronger plan and justified it.
- My choice fits the thinking the job needs.

Step 1 - The Job

Idea from “Dream” or “Serve”:

Topic / Purpose / Audience:

Response Genre:

STUDENT SUPPORT - Another Way to Show What You Know

Name the topic, purpose, and audience before you compare plans. Keep the writing job the same for both plans.

Ready to Stretch? Take Your Thinking Further!

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

Plan the Same Idea Two Ways

Compare what each planning HABIT helps you do.

PLAN ONE

Planning HABIT: Brainstorm / Freewrite / Map

What this HABIT helps me do:

My plan:

PLAN TWO

Planning HABIT: Brainstorm / Freewrite / Map

What this HABIT helps me do:

My plan:

STUDENT SUPPORT - Another Way to Show What You Know

Choose two different HABITS. Ask whether the job needs you to generate ideas, uncover thinking, or connect ideas.

Ready to Stretch? Take Your Thinking Further!

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

Choose the Stronger Plan + Draft

Use the plan that organizes the thinking better.

My Choice

The stronger plan is _____ because

It fits the thinking this job needs by

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

Additional Draft - Continue

Develop the writing from your chosen plan.

PLAN-TO-DRAFT CHECK

Point to one part of your chosen plan that belongs in the draft. Keep using the plan when it helps; adjust it when your thinking grows.

[illegible]

Revise, Edit, and Share

Revision improves meaning and structure. Editing checks conventions.

REVISE

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

Before:

After:

EDIT

- ☐ Subject-verb agreement
 ☐ Singular nouns
 ☐ Common nouns
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

Show both plans to a partner. Your partner names which plan they would choose and why.

My partner chose:

The evidence-based reason was:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or talk with a partner. The feedback must compare both plans and name why one better fits the thinking.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

Use proof to explain what planning the same idea two ways taught you.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Name both planning HABITS. Point to one difference and explain why your choice fits the job.

Proof of Transfer

I chose a planning HABIT on purpose because on page _____ I

Partner feedback I want to remember:

READY TO STRETCH? - Two Defensible Planning Routes

The same genre can sometimes support two useful planning routes.

THE CHALLENGE

Create two defensible planning routes for the same genre. Compare the advantages of each and select the route that would produce the stronger draft for the named audience.

Route One

Genre / audience:

Planning HABIT and advantage:

Route Two

Same genre / audience:

Different planning HABIT and advantage:

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

Preparation is a set of decisions, not a single worksheet. Writers choose a genre for the job and a planning HABIT that helps them organize the thinking needed for that genre.

Essential Question - Answered

You started Module 3 with an Essential Question. Now that you have finished the module, answer it using what you learned.

OUR ESSENTIAL QUESTION

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

My Answer

Preparation is a set of decisions, not a single worksheet. I choose a genre for the job and a planning HABIT that helps me organize the thinking that genre needs.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the thinking the job needs: This job needed me to ____, so I chose to ____ (brainstorm, freewrite, or map) because ____, and I used it to ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E



Independent Genre Decision and Transfer

Preparation Becomes Independence



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

I can write a personal narrative that has the parts readers expect in that kind of writing.

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - details, dialogue, strong words, and other choices - to make my writing work better.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating it, responding to it, or asking a question about it.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can use my new vocabulary words out loud when I talk about my learning.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can write using both everyday words and my new vocabulary words together.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write my sentences in different ways, not just one pattern.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking with details that fit my purpose.

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 4 Learning Launchpad

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

I CAN

- select and justify a response genre by using the topic, purpose, and audience.
- explain the whole decision chain from writing situation to finished draft on my own.
- revise sentence structure and edit for the PREPARE conventions.
- transfer the same content into another response genre and explain what changes.

I WILL

- read, speak, plan, write, revise, edit, and explain my decisions.
- justify my genre and plan with writing-job language, not framework names alone.
- complete and edit a personal narrative for a school audience.
- explain how the same idea would change in another genre.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 4 Learning Dashboard

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

Essential Question

How does an independent writer explain the whole path from a new writing situation to a finished response - and transfer it?

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Say the decision chain from memory	a lot / a little / new	a lot / a little / new	a lot / a little / new
Justify my genre with writing-job language	a lot / a little / new	a lot / a little / new	a lot / a little / new
Complete, revise, and edit a personal narrative	a lot / a little / new	a lot / a little / new	a lot / a little / new
Transfer content into another genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Teach my decision chain to a partner	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: What must change is ____.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose ____ because ____.

decide

Say it: dih-SYD

What it means: to make up your mind

Try the frame: I decided to ____.

explain

Say it: ik-SPLAYN

What it means: to make a decision or idea clear

Try the frame: I can explain my choice because ____.

help

Say it: HELP

What it means: to make things easier or better for someone

Try the frame: I chose to help by ____.

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

notice

Say it: NOH-tis

What it means: to see or pay attention to something

Try the frame: I noticed a way to ____.

plan

Say it: PLAN

What it means: to decide the steps before you begin

Try the frame: My plan is to ____.

reader

Say it: REE-der

What it means: the person who reads what a writer makes

Try the frame: My reader needs to ____.

share

Say it: SHAIR

What it means: to give part of what you have to others

Try the frame: I shared ____ with ____.

story

Say it: STOR-ee

What it means: a telling of events, real or imagined

Try the frame: My story is about ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

audience

Say it: AW-dee-uhns

What it means: the reader or readers the writing is for

Try the frame: The audience is ____.

conventions

Say it: kun-VEN-shuns

What it means: the agreed rules of written language

Try the frame: I checked the conventions in ____.

draft

Say it: DRAFT

What it means: an early version of a piece of writing

Try the frame: In my draft I ____.

genre

Say it: ZHAHN-ruh

What it means: a kind of writing, such as narrative or informative

Try the frame: The genre that fits is ____.

HABIT

Say it: HAB-it

What it means: a planned way of doing something

Try the frame: My planning HABIT is ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

justify

Say it: JUS-tuh-fy

What it means: to give reasons that support a decision

Try the frame: I justify my genre because ____.

reflection

Say it: ree-FLEK-shun

What it means: a writer's thinking about what an experience meant

Try the frame: My reflection shows ____.

revision

Say it: ree-VIZH-un

What it means: improving ideas, organization, or sentences

Try the frame: My revision made ____ clearer.

synthesis

Say it: SIN-thuh-sis

What it means: bringing many ideas together into one whole

Try the frame: My synthesis connects ____ and ____.

transfer

Say it: TRANS-fer

What it means: using the same content or skill in a new form or situation

Try the frame: I can transfer this idea into ____.

Tier 3 Vocabulary - Passage and Concept Words

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

citizenship

Say it: SIT-uh-zuhn-ship

What it means: being a responsible member of a community or country

Try the frame: A citizen shows citizenship by ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work together

Try the frame: I can help my community by ____.

courage

Say it: KUR-ij

What it means: the strength to do what is right even when it is hard

Try the frame: Courage looks like ____.

determination

Say it: di-tur-muh-NAY-shun

What it means: the choice to keep working toward a goal

Try the frame: Determination helped ____.

inclusion

Say it: in-KLOO-zhun

What it means: making sure everyone is welcomed and included

Try the frame: Inclusion means ____.

Tier 3 Vocabulary - Passage and Concept Words

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

participation

Say it: par-tis-uh-PAY-shun

What it means: taking part in something with others

Try the frame: Participation looks like ____.

Peace Corps

Say it: PEES kor

What it means: a service program whose volunteers help communities in other countries

Try the frame: The Peace Corps helped by ____.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: a duty or job a person is trusted to do

Try the frame: One responsibility I have is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

significance

Say it: sig-NIF-i-kuhns

What it means: why something matters or the meaning it carries

Try the frame: The significance of this moment is ____.

The Genre Compass

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

TOPIC

PURPOSE

AUDIENCE

RESPONSE GENRE

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

A passage can be fiction while your response is informative, opinion, correspondence, poetry, research/inquiry, or another genre. Your writing job decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Signals in the Job	Planning HABIT
Narrative	let an audience experience an event or discovery	tell, experience, moment	Brainstorm, Freewrite, Map + TRAILS
Informative	explain or teach information	explain, describe, teach	Brainstorm or Map
Opinion	state and support a judgment	think, best, should	Brainstorm or Map
Argumentative	make a claim and defend it with reasons and evidence	claim, defend, evidence	Map
Poetry	express an idea through poetic craft	poem, image, feeling	Brainstorm or Freewrite
Correspondence	communicate directly with a specific reader	letter, message, request	Brainstorm
Research / Inquiry	investigate a question using sources	research, investigate, sources	Map

The PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, 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 HABIT that helps organize the thinking.
6. For formal narrative work, use TRAILS to develop the experience.

PLANNING CHOICES

Brainstorm	list many ideas quickly
Freewrite	write without stopping to uncover ideas and thoughts
Map	organize ideas visually and show relationships

ORAL REHEARSAL FRAME

The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____ because the job requires _____. I will plan by _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

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

BOARD TEXT TO REMEMBER

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

Before You Read

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

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

T - Topic or Experience	Name the experience your narrative will develop.
R - Relationships	Who or what matters in this experience?
A - Actions, Thoughts, and Dialogue	What precise actions, thoughts, or dialogue reveal the experience?
I - Important Moment	What discovery, decision, or event changes the experience?
L - Lesson or Lasting Effect	What do you understand, feel, or carry away?
S - Setting	Where and when does it happen? What sensory details make it real?

NARRATIVE IS AN EXPERIENCE - NOT A LIST

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How does an independent writer explain the whole path from a new writing situation to a finished response - and transfer it?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: An independent writer begins by _____. To transfer the idea, the writer _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 1 of 10

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

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 2 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 3 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 4 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 5 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 6 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 7 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 8 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 9 of 10

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

[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.

PASSAGE 1 - Dream (Dr. Martin Luther King Jr.) - Part 10 of 10

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

[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.

Ready to Stretch? Take Your Thinking Further!

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

Dream (Dr. Martin Luther King Jr.) - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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

Evidence With a Purpose

Choose one piece of evidence. Verbally explain how it could help a writer teach, persuade, or communicate with a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - Serve (President John F. Kennedy) - Part 1 of 11

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

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 2 of 11

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 3 of 11

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

[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.”

PASSAGE 2 - Serve (President John F. Kennedy) - Part 4 of 11

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 5 of 11

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

[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?”

PASSAGE 2 - Serve (President John F. Kennedy) - Part 6 of 11

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 7 of 11

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

[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.”

PASSAGE 2 - Serve (President John F. Kennedy) - Part 8 of 11

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 9 of 11

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 10 of 11

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

[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.

PASSAGE 2 - Serve (President John F. Kennedy) - Part 11 of 11

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

[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.

Ready to Stretch? Take Your Thinking Further!

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

Serve (President John F. Kennedy) - TRACKS Evidence Hunt

Collect evidence you could reuse for different writing jobs.

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S ▼ - Scenery / Setting		

Evidence With a Purpose

Choose one piece of evidence. Verbally explain how it could help a writer teach, persuade, or communicate with a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Fast Response Contrast: A source passage does not choose your response genre. Your writing job does.

TODAY'S PURPOSE: I will make the whole decision on my own and prove it with topic, purpose, and audience.

A. Share a true experience so school readers understand how it changed you.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

B. Teach younger students the meaning of participation.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

C. Request support from a community partner.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

STUDENT SUPPORT - Another Way to Show What You Know

Use the route list on page 217. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

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

Model With “Dream”

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

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

Try the Chain With “Serve”

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

Topic:

Purpose:

Audience:

Genre and planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

Use Partner Teach-Back: decide with notes, teach topic → purpose → audience → genre → planning HABIT to a partner, then teach it again from memory.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

Genre Court: Every placement must be defended with a writing-job reason.

THE GOAL IS NOT SPEED

Read the complete task card. Name TOPIC, PURPOSE, and AUDIENCE. Choose the response genre. Defend the decision before the point counts.

Group Roles

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

How to Play

1. Use the setup page on page 252. Cut the response genre cards on page 253 and task cards on pages 58 and 60.
2. Place each task card in the response genre box that fits best.
3. Say your topic-purpose-audience reason before anyone checks.
4. After the group commits, flip the matched cards. Matching back codes mean the pair is correct.
5. If the codes do not match, fix the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Genre Court board on page 251. Write the task number in the genre box or draw a line to the route. You still must give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

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

Genre Court - Game Board

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

Personal Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Argumentative

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Poetry

Task card(s): _____

Reason: _____

Research / Inquiry

Task card(s): _____

Reason: _____

Before You Cut - Set Up Genre Court

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

CUT-PAGE RULES

Dashed lines mean CUT. Cut only on the dashed boundaries. Keep every word safely inside its card. The pages behind the cut pages contain only light self-checking codes.

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

Use the game board on page 251. Write the task number in the route box or draw a line to the genre. You still give the same topic-purpose-audience reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any task cards, predict which purpose verbs might signal Personal Narrative, Informative, Argumentative, Correspondence, Poetry, or Research / Inquiry.

CUT PAGE - Response Genre Cards

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

Personal Narrative

Informative

Argumentative

Correspondence

Poetry

Research / Inquiry

Self-Check Backs - Genre Cards

Intentionally mirrored for duplex printing. Check only after the group commits.

B2

A1

D4

C3

F6

E5

CUT PAGE - Task Cards A

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 1

A school anthology needs a true story showing how one student decision affected another person.

TASK CARD 2

A family newsletter needs a clear explanation of how students can participate in service.

TASK CARD 3

A student council is deciding whether to add a schoolwide service day and needs a position supported with reasons and evidence.

Self-Check Backs - Task Cards A

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

A1

B2

C3

CUT PAGE - Task Cards B

Dashed lines mean CUT. Keep every word inside the card. Match first; flip second.

TASK CARD 4

A local organization needs a student letter requesting partnership.

TASK CARD 5

A class display needs a poem expressing hope, responsibility, and action.

TASK CARD 6

A class inquiry project needs findings about how civic service programs begin and grow.

Self-Check Backs - Task Cards B

Intentionally mirrored for duplex printing. Answers stay hidden until checking.

D4

E5

F6

Genre Court - Record the Reason

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

Task	My Route	Purpose + Audience Reason
1		
2		
3		
4		
5		
6		

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

I see that route. I think ____ fits more strongly because the purpose or audience requires ____.

LISTEN AND LABEL

When your teacher reads a new writing job aloud, wait until the whole direction is finished. Hold up the genre card that fits and defend it with a purpose-audience reason.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one module writing job:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

Pause before you plan or draft. Capture the first version of the moment you may write about.

YOUR WRITING JOB

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 HABIT, revise sentence structure, and edit the final draft for the PREPARE conventions.

FIRST THINKING

The moment I may write about is

At first, I thought or decided

Then this idea, person, event, or responsibility changed something:

Why this could matter to a school audience:

My thinking level before I plan:

MOVE YOUR THINKING



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STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: At first I _____. Then _____. After that, I _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

Personal Narrative: Make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

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 HABIT, revise sentence structure, and edit the final draft for the PREPARE conventions.

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

My writing job in one sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING

TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience your narrative will develop.

R - Relationships

Who or what matters in this experience?

A - Actions, Thoughts, and Dialogue

What precise actions, thoughts, or dialogue reveal the experience?

I - Important Moment

What discovery, decision, or event changes the experience?

L - Lesson or Lasting Effect

What do you understand, feel, or carry away?

S - Setting

Where and when does it happen? What sensory details make it real?

Personal Narrative Draft - Page 1

Write for classmates. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include precise actions, thoughts, dialogue, and setting where they help the reader experience the event.

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

Personal Narrative Draft - Page 2

Continue the experience. Land on a lasting effect instead of simply stopping.

ENDING FOCUS

What changed in your thinking or action? What do you still carry from the experience?
Let the ending reveal the Lesson or Lasting Effect.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Revise structure first so the sentence says what you mean clearly.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer and sound better.

Sentence 1

Original sentence 1:

Revised sentence 1:

Sentence 2

Original sentence 2:

Revised sentence 2:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

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

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

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

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

- Underline one sentence that shows your Important Moment.
- Put a star beside one sentence whose structure you intentionally revised.
- Circle one detail you included because your audience needed it.

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you can point to evidence in your plan or draft.

- Genre 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 HABIT 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.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

Choose from the six awards above. Point to the proof before you write. If writing the explanation is difficult, say “I award this because...” and record the words you rehearsed.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Day 4 - TARGET the Next Decision

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

Choose One Target Area

- ☐ Genre selection ☐ Audience awareness ☐ Planning HABIT
☐ TRAILS development ☐ Sentence structure ☐ Editing ☐ Transfer

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

What would I do differently next time?

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is specific because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Genre Expert Fair: teach the decision chain using your own plan and writing as evidence.

Genre Expert Fair - Author-Educator Card

My topic is _____.

My purpose is _____.

My audience is _____.

The 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: "Explain the reason you chose ____."
- Give evidence-based feedback instead of a general compliment.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. You may use this card, but do not simply read every line. Your job is to explain.

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1.

2.

3.

4.

5.

MY THINKING NOW

How does an independent writer explain the whole path from a new writing situation to a finished response - and transfer it?

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

- 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.

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Draft A and Draft B

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

THE PROMPT

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 HABIT, revise sentence structure, and edit the final draft for the PREPARE conventions.

Draft A

“Something changed my mind once. I did the right thing. It was good. The end.” (No genre justification.)

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B

Justification: “Narrative fits because the purpose is to narrate a true experience for school readers.” Response: “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 one specific next move?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on page 220. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - Draft C

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

Draft C

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.”

Response: “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.”

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

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

Find one sentence whose structure helps the reader understand a relationship among actions or ideas. Why does this detail fit an audience of classmates?

Ready to Stretch? Take Your Thinking Further!

A strong model can still be improved. Name one revision you would consider making to Draft C and defend why it would help the reader.

Compare the Models

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

Feature	Draft A	Draft B	Draft C
Clear setting	☐	☐	☐
Dialogue / thoughts	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Varied sentence structure	☐	☐	☐
Audience-aware detail	☐	☐	☐

Move Draft A Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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Additional Writing Opportunity - Plan and Transfer

Independent writers can explain and transfer their decisions.

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.

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.
- I revise one sentence and edit the PREPARE conventions.

My First Transfer Decision

Core idea or experience that will stay:

New genre:

New purpose and audience:

STUDENT SUPPORT - Another Way to Show What You Know

Begin with what can stay - the core idea or experience. Then use the Genre Compass to choose the new form.

Ready to Stretch? Take Your Thinking Further!

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

Transfer Plan - What Stays and What Changes

Name the new job before you draft the new form.

Step	Planning Guide	My Thinking
1. What Stays	Name the core idea or experience.	
2. New Job	Name the new genre, purpose, and audience.	
3. What Changes	Name the form, details, and register changes.	

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This new route fits because

STUDENT SUPPORT - Another Way to Show What You Know

Say: I will keep _____. I will change _____ because my new purpose is _____ for _____.

Ready to Stretch? Take Your Thinking Further!

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

New-Genre Opening - Draft

Keep the core idea, but change the form, details, and register for the new job.

GENRE CHECK

Does this opening immediately sound and look like the new genre? Does it fit the new purpose and audience?

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

Transfer Note - Explain the Decision

Name what stayed and what changed.

WHAT STAYED

The core idea or experience I kept was

WHAT CHANGED

I changed the form, details, or register by

WHY

These changes fit my new genre, purpose, and audience because

Revise, Edit, and Share

Revision improves meaning and structure. Editing checks conventions.

REVISE

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

Before:

After:

EDIT

- ☐ Subject-verb agreement
 ☐ Singular nouns
 ☐ Common nouns
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

Read both versions to a partner. Your partner names what stayed the same and what changed.

My partner noticed that this stayed:

My partner noticed that this changed:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner. The feedback must still name what stayed and what changed.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

Use proof to explain how you transferred the content into a new form.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Name the new genre, purpose, and audience. Point to proof that the core idea stayed while the form changed.

Proof of Transfer

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

Partner feedback I want to remember:

READY TO STRETCH? - Full Second-Genre Opening

Choose a genre you have not used yet and make the transfer unmistakable.

THE CHALLENGE

Expand your alternative opening. Keep the core idea, use the new genre's characteristics, and select only the details and register your new audience needs.

My genre is: _____ My purpose is: _____

My audience is: _____

Metacognitive Note

The core idea remained _____. I changed _____ because _____.

MOVE YOUR THINKING



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Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 4.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 4 CLOSING IDEA

An independent writer can explain the entire path from writing situation to finished response: topic, purpose, audience, genre, planning HABIT, draft, revision, editing, and transfer.

PREPARE CLUSTER - COMPLETE

You are ready to carry the Genre Compass, Audience Lens, planning HABITS, TRAILS, and transfer thinking into the writing clusters ahead!

Essential Question - Answered

You started Module 4 with an Essential Question. Now that you have finished the module - and the PREPARE cluster - answer it using what you learned.

OUR ESSENTIAL QUESTION

How does an independent writer explain the whole path from a new writing situation to a finished response - and transfer it?

My Answer

I can explain the entire path from writing situation to finished response: I name the topic, purpose, audience, and genre, choose a planning HABIT, draft, revise, edit, and then transfer the idea into another genre.

STUDENT SUPPORT - Another Way to Show What You Know

Walk the whole path: I analyzed the task, chose and justified a ____ and a ____, developed and polished my draft, and then moved the same idea into a new genre by keeping ____ and changing ____.

Ready to Stretch? Take Your Thinking Further!

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