

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Prepare

Getting Ready to Write - Genre Decisions

TEACHER LESSON PLAN GUIDE

Grade 5 • Prepare

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Statement of Purpose

The Prepare cluster gets the Grade 5 writer ready before any single genre is taught. Its big skill is choosing the right kind of writing - the genre - for a topic, purpose, and audience, and then planning before drafting. Students learn to name the writing job first and let purpose and audience shape every choice.

Using shared reading passages, students discover that one source can support many different writing jobs, and that an independent writer decides which job fits, plans a route, drafts, revises, and can even transfer the same idea into another genre. Each week the writing stamina grows from Low to Very High.

Abstract

Module 1, The Writing Job Comes Before the Format, establishes that the writer names the job and chooses the genre before drafting. Module 2, Purpose and Audience Change the Response, shows how purpose and reader reshape the same idea.

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

Standards at a Glance

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

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

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

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

MODULE

1

**The Writing Job Comes Before
the Format**

Week 1 · Low Stamina · Cookie Mystery + Cookie Commission

Module 1: The Writing Job Comes Before the Format

Week 1 - Low Stamina - Cookie Mystery + Cookie Commission

Prepared Writers Identify the Job First

Teacher Script

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

Why This Module Matters

Students learn the Genre Compass: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. They separate a source passage's reading genre from the response genre a writing direction requires. The Response Ecosystem previews seven routes, while personal narrative is the formal Grade 5 composition route. TRAILS helps students develop an experience instead of listing events.

Module Passage Set — Low Stamina

Two fiction passages anchor this module: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." Both use the cumulative Low-Stamina instructional excerpts supplied for Module 1.

Module Independent Product

Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Plan the experience with TRAILS and write for classmates who need to understand why the change mattered.

Module Overarching Statement

Writers select a response genre by identifying the topic, purpose, and audience before they begin drafting.

Module Essential Question

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

★ Daily Deck Slide (M1-01)

Write on the board: PREPARE - Module 1 - Low Stamina - Cookie Mystery + Cookie Commission. Writers select a response genre by identifying the topic, purpose, and audience before they begin drafting.

Module 1 — Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question, and gives one simple way to help.

This Week at a Glance

- Big skill: naming the topic, purpose, and audience before choosing a response genre.
- Reading: the Low-Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission."
- Writing: a short personal narrative about changing one's thinking after receiving new information.

One Question to Ask at Home

Teacher Script

"Before you start writing, how do the purpose and audience help you choose a genre?"

One Way to Help

Discuss a claim from "Cookie Mystery" or a recommendation from "Cookie Commission." Ask what information a careful writer would check before deciding what to believe or recommend.

Family Letter

Dear Families,

This week your child is beginning our fifth-grade PREPARE unit. Writers first identify the writing job — topic, purpose, and audience — and then select the response genre and planning strategy that fit.

We are reading Low-Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." These fiction passages show rumors, assumptions, surveys, evidence, viewpoints, and decisions. Your child will learn that the passages supply ideas and evidence, while the writing direction determines the response. The formal writing product is a personal narrative about changing one's thinking after receiving new information, planned with TRAILS.

At home, ask: "Before you write, how do you decide what kind of writing to make?" Then discuss how Maya checks the cookie claims or how the commission uses survey information. This conversation helps your child explain a writing decision aloud before drafting.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza nuestra unidad PREPARE de quinto grado. Los escritores primero identifican el trabajo de escritura — el tema, el propósito y el público — y después seleccionan el género de respuesta y la estrategia de planificación adecuados.

Leemos fragmentos de baja resistencia de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." Estos pasajes de ficción presentan rumores, suposiciones, encuestas, evidencia, puntos de vista y decisiones. Su hijo o hija aprenderá que los pasajes proporcionan ideas y evidencia, mientras que la instrucción de escritura determina la respuesta. El producto formal es una narración personal sobre un cambio de pensamiento después de recibir información nueva, planificada con TRAILS.

En casa, pregunte: "Antes de escribir, ¿cómo decides qué tipo de texto vas a crear?" Después conversen sobre cómo Maya verifica las afirmaciones acerca de las galletas o cómo la comisión usa la información de la encuesta. Esta conversación ayuda a su hijo o hija a explicar una decisión de escritura en voz alta antes de redactar.

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

Module 1 — Family Conversation Starters

- Why does a fictional source not require every response to be a narrative?
- How do topic, purpose, and audience work together?
- Which information in "Cookie Mystery" needs checking before it is believed?
- Why does the Cookie Commission need more than the largest survey percentage?

At-Home Connection Card 1 — One Source, Two Jobs

Choose one detail from either cookie passage. Explain how the detail could support an informative explanation and a message to the cafeteria manager. Name the purpose and audience for each route.

At-Home Connection Card 2 — Genre Compass Retrieval

Without looking at notes, reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Then explain why changing the audience could change the route.

Module 1 — Lesson Overview and Standards

Lesson Overview

Module 1 introduces the Genre Compass and Response Ecosystem. Students use the two Low-Stamina cookie passages to distinguish reading genre from response genre, select a route from the writing job, choose brainstorming, freewriting, or mapping, and use TRAILS for a personal narrative. They revise sentence structure before editing complete simple sentences for subject-verb agreement, collective nouns, and high-frequency spelling.

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

Writing TEKS for This Module

TEKS	Student Expectation (verbatim Grade 5 breakout)
11(A)(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including collective nouns
11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible

- Students name topic, purpose, and audience and select a genre before planning.
- Students compose personal narrative writing with genre characteristics, craft, and TRAILS.
- Students revise two draft sentences to improve structure.
- Students edit agreement, collective nouns, and high-frequency spelling in context.

★ Daily Deck Slide (M1-02)

Write on the board: Read the Low-Stamina cookie excerpts to notice rumors, assumptions, evidence, viewpoints, and decisions. Collect only details that help you make a later writing decision.

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

These are only the standards listed for Prepare in the Grade 5 Teach BIG Scope and Sequence, grouped in the four required categories.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

ELPS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

Language Domains

Domain	Language Objective	Evidence in This Module
Listening	Listen for purpose and audience clues in a complete writing direction.	Students label the best route after hearing the entire task.
Speaking	Justify a route with topic, purpose, and audience.	Students defend Genre Signal Sort choices and teach the decision chain.
Reading	Read fiction excerpts to collect reusable details.	Students mark TRACKS evidence in both passages.
Writing	Record a PREPARE header, TRAILS plan, narrative, revision, and edit.	Students complete the independent product and standards check.

Linguistic Accommodations Matched to the Objectives

Proficiency Level	Listening and Speaking Support	Reading and Writing Support	Matched Language Objective
Preproduction	Point to picture/word cards for topic, purpose, audience, and route; rehearse with a partner.	Match a passage detail to a route and copy the route word.	Identify one purpose or audience clue and select a route nonverbally.
Beginning	Use the frame "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header with a word bank.	Name purpose and audience in short phrases.
Intermediate	Use the frame "The best route is _____ because _____."	Write one complete justification sentence and a TRAILS note.	Explain a genre choice with one purpose-audience reason.
High-Intermediate	Compare two possible routes before defending one.	Draft varied sentence types and revise one for a clearer relationship.	Justify and revise using content-area vocabulary and grammatical structures.
Advanced	Lead a respectful challenge and restate another writer's reasoning.	Independently plan, draft, revise, edit, and teach the decision chain.	Adapt content, style, register, and conventions for purpose and audience.

Module 1 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can separate a source's reading genre from my response genre.
- I can choose a planning strategy and use TRAILS for personal narrative.
- I can revise sentence structure before editing conventions.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will name the writing job before naming the genre.
- I will support my choice with purpose and audience.

Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and strategy.
- My one-sentence justification explains why the route fits.
- My TRAILS plan develops an important moment and lasting effect.
- My revision improves sentence structure, and my editing checks required conventions.

Evidence of Mastery

- Genre Signal Sort reasoning and recording sheet.
- Independent PREPARE header, TRAILS plan, and draft.
- Standards application check and Day 5 author-educator explanation.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

The teacher may reread, provide anchor charts and sentence frames, and accept oral rehearsal. The teacher may not name the genre, purpose, audience, or planning choice for the student. Students must make and justify the decision and draft independently.

Rigor and Cognitive Demand

Cognitive Demand	Student Work	Independence	Evidence
Recall	Name the topic and identify both sources as fiction.	Supported	Correct source genre and topic.
Skill/Concept	Match a writing job to a response route.	Guided, then collaborative	Genre Signal Sort placement.
Strategic Thinking	Justify the route and planning strategy using purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach a personal narrative decision chain.	Independent	Draft, standards check, and teach-back.

Teacher-Misconception Self-Correct Chart

Teacher Misconception	Self-Correct Move
The fiction passages make narrative the only valid route.	Revisit the Response Ecosystem and present several writing jobs from the same detail.
A correct genre label proves mastery.	Require the words purpose and audience in the reason.
One planner should be required for every task.	Let students justify brainstorming, freewriting, or mapping; require TRAILS for the formal narrative.
Editing can replace revision.	Require a structural revision before the conventions check.

Student-Misconception Reteach Chart

Student Misconception	Teacher Look-For	Reteach Move
The response genre must match the source genre.	"It is a story, so I must write a story."	Give the informative Cookie Commission card and rebuild the Genre Compass aloud.
A genre name is enough.	No topic-purpose-audience reason.	Use the justification frame before the point counts.
Narrative is a list of events.	No important moment or lasting effect.	Return to I and L in TRAILS.
The largest survey percentage automatically decides the recommendation.	Student ignores that more than half selected something else.	Compare 44 percent with the combined remaining choices and name what the audience needs.

Module 1 — Thinking Levels

Level	Color	Student Thinking	Module 1 Task
Level 1	Red	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Connect route to purpose and audience.	Defend a Genre Signal Sort decision.
Level 4	Green	Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 5	Blue	Reflect, transfer, and teach.	Explain how changing purpose or audience changes the response.

From Recall to Extended Thinking

Thinking Stage	Student Action	Teacher Evidence
Recall	Identify topic and reading genre.	Accurate labels.
Skill	Categorize tasks by response route.	Correct sort with a clue.
Strategic	Connect purpose, audience, genre, and strategy.	Defensible justification.
Extended	Create, revise, edit, and teach.	Independent product and transfer explanation.

Teacher Script

“Prepared writers move from naming the source to explaining the job, choosing a route, developing the response, and teaching why the decision works.”

Module 1 — Vocabulary

Teacher Script

"We will use everyday words, academic writing words, and passage-specific words to explain the writing job precisely."

Teacher Script

"When you hear a word you know, connect it to today's writing decision. When you hear a new word, listen for the example, rehearse the word with me, and then use it in the frame."

Teacher Script

"Turn to a partner and complete this thought: The purpose is what the writer must accomplish, while the audience is the reader who needs the response."

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Passage-Based Oral Frame
cookie	a small baked treat	The missing cookie creates ____.
lunch	a meal eaten around midday	At lunch, the students ____.
problem	something that needs a solution	The fifth grade's problem is ____.
hear	to receive information through listening	Jordan heard ____.
tell	to communicate information	Eli tells Maya ____.
think	to form an idea or belief	Maya thinks ____.
choose	to select among options	Students choose among ____.
cost	the amount required to obtain something	Cupcakes cost ____.
class	a group of students learning together	The class begins ____.
question	a sentence or idea that asks for information	Mrs. Delgado writes a question about ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Module Oral Frame
genre	a kind of writing with a particular job and features	The best response genre is ____.
topic	what the writing is about	The topic is ____.
purpose	what the writing must accomplish	The purpose is to ____.
audience	the reader or readers for the writing	The audience needs ____.
narrative	writing that develops an experience	This narrative develops ____.
evidence	information that supports a conclusion	The evidence shows ____.
source	where information comes from	The source of the claim is ____.
assumption	a belief accepted without enough proof	The students assume ____.
investigate	to examine information to find an answer	The class investigates ____.
brainstorm	to generate many possible ideas before choosing	I brainstormed ideas about ____.

Tier 3 Vocabulary — Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission must ____.
recommendation	rek-uh-men-DAY-shun	a supported suggestion about what should be done	The commission's recommendation needs ____.
survey	SUR-vay	a tool for collecting responses from people	The survey shows ____.
viewpoint	VYOOP-oynt	a person's way of seeing an issue	Sofia's viewpoint is ____.
percentage	per-SEN-tij	a part of one hundred	The cookie percentage is ____.
source reliability	sors ree-ly-uh-BIL-uh-tee	how trustworthy a source is	Jordan and Eli's source reliability is ____.
response ecosystem	ree-SPONS EE-koh-sis-tum	seven possible writing routes chosen for different jobs	The Response Ecosystem route is ____.
Genre Compass	ZHAHN-ruh KUM-pus		The Genre Compass begins with ____.
TRAILS	traylz	a narrative-planning framework for developing an experience	TRAILS helps a writer develop ____.
collective noun	kuh-LEK-tiv noun	a noun naming a group as one unit	The word class is a collective noun because ____.



Teacher Resource

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

Module 1 — Background Knowledge and Teacher Context

Teacher Script

"Both cookie passages are fiction, and both give us details worth studying. Keep that source label separate from the response genre we will choose after reading each writing direction."

Both Module 1 sources are fiction. "The Great Chocolate Chip Cookie Mystery" begins with missing cafeteria cookies, rapidly spreading claims, and a circular source: Jordan reports Eli's statement while Eli reports Jordan's. "The Fifth-Grade Cookie Commission" begins with a school treat recommendation, campaign-style preferences, survey percentages, cost information, and competing viewpoints.

More Background for the Teacher

The source genre supplies content and craft to notice; it does not determine the response genre. The same cookie details can support a narrative, informative explanation, opinion, argument, correspondence, poem, or inquiry when the purpose and audience change. Require students to name the writing job before choosing a familiar format.

The Genre Compass is Topic to Purpose to Audience to Genre to Planning Strategy. The Response Ecosystem names seven routes. For the formal personal-narrative application, TRAILS develops Topic/Experience, Relationships, Actions/Thoughts/Dialogue, Important Moment, Lesson/Lasting Effect, and Setting.

Module 1 — Materials and Teacher Preparation

Module at a Glance

Day	GRADUATE Phase	Main Work	Evidence
1	Gather / Reveal	Contrast writing jobs; learn Genre Compass.	Oral route reasons.
2	Attempt	Play Genre Signal Sort.	Defended task-card decisions.
3	Discuss / Use	Resolve misconceptions; plan and draft independently.	PREPARE header, TRAILS plan, draft.
4	Award / Target	Locate growth evidence and name a precise target.	Award statement and next action.
5	Explain	Teach the complete decision chain.	Author-educator card and fresh recall.



Anchor Charts to Create

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

Materials

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

Preparation Checklist

- Print and separate the six game cards and route labels.
- Prepare passage copies for unmarked reading and TRACKS highlighting.
- Post the independent prompt as a sentence command.
- Prepare the five-level language supports without changing the cognitive target.
- Keep the remote-learning adjustment last in the module.

Module 1 — Tiny Times Transition

A Tiny Time is a zero-material movement routine under one minute. This routine is unique to Module 1 and rehearses the Genre Compass during transitions.

This Module's Tiny Time: Compass Chain (1 minute)

Teacher Script

"Tiny Time! Point forward for TOPIC, right for PURPOSE, left for AUDIENCE, down for GENRE, and make a small circle for PLANNING STRATEGY."

How to run it:

- Read one source-based job: explain the Cookie Commission survey to students who have not read the passage.
- Students perform the five motions as the class says each decision word.
- Students whisper "informative" at GENRE and "map" at PLANNING STRATEGY.
- Repeat with the cafeteria-manager correspondence card, then transition quietly.

No materials are needed. Keep the pace under one minute so the routine energizes rather than interrupts instruction.

Module 1 — The DOT Reading Habit

The DOT Reading Habit (3 minutes)



Teacher Script

“Strong readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop.”

Step	Student Action
D — Dot	Place a small dot above an unfamiliar word.
O — Discover	Determine the meaning during reading and discussion.
T — Drop	Erase the dot after the meaning is understood.



Daily Deck Slide

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

Apply DOT to passage words such as source, assumption, commission, survey, and percentage without interrupting the first read for lengthy definitions.

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

Teacher Script

“A source passage does not choose your response genre. Your writing job does. First make the genre decision; then develop the response with the right tool.”

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives content. The writing direction gives the job.

Teacher Script

“Trace the compass with me. Name what the writing is about, name what the writing must do, picture who will read it, choose the genre that can do that job, and then select a planning strategy that organizes the needed thinking.”

Teacher Script

“If I skip straight from topic to genre, stop me. A cookie topic could become many kinds of responses, so purpose and audience must guide the route.”

The Response Ecosystem — Seven Routes

Teacher Script

"These seven routes are choices, not a guessing game. As we read each route, listen for the purpose it serves and notice how the same cookie evidence can travel along different routes."

Route	Choose It When the Purpose Is To...	Cookie-Passage Application
Narrative	let an audience experience a change or discovery	Show a student learning not to repeat a claim before checking.
Informative	explain or teach information	Explain how surveys and interviews support a recommendation.
Opinion	state and support a judgment	Judge the most important decision-making habit for fifth graders.
Argumentative	defend a claim with reasons and evidence	Defend a recommendation using the commission's evidence.
Poetry	express an idea through poetic craft	Express the contrast between rumor and evidence.
Correspondence	communicate directly with one reader	Write to the cafeteria manager about student input.
Research / Inquiry	investigate a question using sources	Investigate chocolate chip cookie history with credible sources.

The PREPARE Decision — Six Steps

Teacher Script

"I will model the decision aloud in order. Your job is to listen for the moment when purpose and audience make one response genre stronger than the others."

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 brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience.

TRAILS — Narrative Anatomy



Teacher Script

“TRAILS keeps a personal narrative from becoming a list. The important moment shows what changed, and the lasting effect tells classmates why that change matters.”

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

Module 1 — TRACKS: Reading the Passages for Evidence

Students first read each Low-Stamina passage normally. The renderer then prints each passage again with the exact-substring TRACKS highlights supplied in `prepare_g5_m1_tracks.json`.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What to Look For	Highlight Color
T	Time	Ages, dates, eras, sequence, or time details.	Pastel Green
R	Reactions	Reactions, effects, solutions, or resolutions.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names or major concepts central to meaning.	Pastel Yellow
K	Key Knowledge	Important meaning not captured by another category.	Pastel Orange
S	Scenery / Setting	Place details measured through the senses.	Pastel Green



Teacher Script

“As we TAP the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 1 — The Great Chocolate Chip Cookie Mystery

[1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

[2] “What do you mean, gone?” Maya asked. “The cookies.” Jordan pointed dramatically at an empty silver tray. “Every last one.” Behind them, the lunch line stopped moving. “No cookies?” someone whispered.

[3] “But the menu said chocolate chip cookies!” another student cried. Within thirty seconds, the investigation had already gone completely out of control. “I heard sixth grade took two each,” said Eli. “My brother’s in sixth grade,” Maya replied.

[4] “He wouldn’t waste his time stealing cookies. He has other hobbies.” “I heard the teachers get the extras,” said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

[5] “Interesting,” she said. “And where exactly did you hear that?” Jordan paused. “From Eli.” Everyone looked at Eli. Eli shrugged.

[6] “I heard Jordan say it yesterday.” Mrs. Delgado smiled. “Excellent. We have now discovered a source that cites itself.” Nobody seemed to know what that meant, but it did not sound good for Jordan’s investigation.

[7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

[8] “Chocolate chips are not dangerous,” Maya said. “You don’t know that.” “I’ve eaten approximately eight thousand of them.” “That actually might prove my point.” Maya sighed. Then Eli leaned forward. “Did you know chocolate chip cookies were invented by accident?” That got everyone’s attention.

[9] “What?” Maya asked. “Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn’t.

[10] Boom. Chocolate chip cookie.” “Where did you learn that?” Maya asked. Eli thought for a moment. “My cousin told me.” “The cousin who told you sharks can smell a cheeseburger from twelve miles away?” “Different conversation.” Mrs.

[11] Delgado, who had been listening from the end of the table, pulled up a chair. “You know,” she said, “this is becoming a very useful lunch.” “We have no cookies,” Jordan replied. “I strongly disagree.” “You have something even better.” Jordan looked suspicious. “Is it brownies?” “You have a mystery.” That afternoon, Mrs.

[12] Delgado wrote two questions on the board. 1. What happened to today’s chocolate chip cookies?

Student Annotation Guide — The Great Chocolate Chip Cookie Mystery

T — Time

By 11:42 on Friday morning

R — Reactions

staring through the cafeteria serving window; Maya sighed

A — Actions

pointed dramatically at an empty silver tray; theories multiplied; pulled up a chair

C — Character/Concept/Creature

Jordan; Mrs. Delgado

K — Key Knowledge

We have now discovered a source that cites itself; chocolate chip cookies were invented by accident; You have a mystery

S — Scenery/Setting

cafeteria serving window

TRACKS EVIDENCE HIGHLIGHTING — The Great Chocolate Chip Cookie Mystery

[1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

[2] “What do you mean, gone?” Maya asked. “The cookies.” Jordan pointed dramatically at an empty silver tray. “Every last one.” Behind them, the lunch line stopped moving. “No cookies?” someone whispered.

[3] “But the menu said chocolate chip cookies!” another student cried. Within thirty seconds, the investigation had already gone completely out of control. “I heard sixth grade took two each,” said Eli. “My brother’s in sixth grade,” Maya replied.

[4] “He wouldn’t waste his time stealing cookies. He has other hobbies.” “I heard the teachers get the extras,” said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

[5] “Interesting,” she said. “And where exactly did you hear that?” Jordan paused. “From Eli.” Everyone looked at Eli. Eli shrugged.

[6] “I heard Jordan say it yesterday.” Mrs. Delgado smiled. “Excellent. We have now discovered a source that cites itself.” Nobody seemed to know what that meant, but it did not sound good for Jordan’s investigation.

[7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

[8] “Chocolate chips are not dangerous,” Maya said. “You don’t know that.” “I’ve eaten approximately eight thousand of them.” “That actually might prove my point.” Maya sighed. Then Eli leaned forward. “Did you know chocolate chip cookies were invented by accident?” That got everyone’s attention.

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[12] Delgado wrote two questions on the board. 1. What happened to today’s chocolate chip cookies?

PASSAGE 2 — The Fifth-Grade Cookie Commission

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

[3] "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION. The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.

[4] "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.

[7] "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

[11] "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation.

Student Annotation Guide — The Fifth-Grade Cookie Commission

T — Time

On Monday morning

R — Reactions

Eli looked genuinely confused; The results surprised almost everyone

A — Actions

You surveyed students; The Cookie Commission began with a survey; Maya examined the numbers

C — Character/Concept/Creature

Principal Bennett; Cookie Commission

K — Key Knowledge

gather information, consider cost and student needs, hear different viewpoints; Chocolate chip cookies received 44 percent of the vote; more than half the students voted for something else

S — Scenery/Setting

Mrs. Delgado's classroom

TRACKS EVIDENCE HIGHLIGHTING — The Fifth-Grade Cookie Commission

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

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[11] "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Plan a first draft by selecting a genre for a topic, purpose, and audience using a range of strategies.
TEKS 12(A)(i)	Compose literary texts using genre characteristics.
ELPS 4(F)(i)	Write to narrate, describe, explain, respond, or justify with appropriate content for a purpose.

Day 1 Purpose

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

★ Daily Deck Slide (M1-04)

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

G — Gather: Fast Response Contrast (8 minutes)

Teacher Script

"Today we are learning what strong writers do before the first draft. A source passage does not choose your response genre; your writing job does."

Teacher Script

"For Gather, keep your pencil down and collect what you already notice. I will read three writing jobs; after each one, hold up a route card and be ready to name the purpose and audience clue that guided you."

Read each source-based direction. Students show a route card, then justify orally.

- Tell the story of a moment when Maya realizes that an interesting story may not be accurate. Expected route: Narrative.
- Explain how the Cookie Commission uses evidence to make a recommendation. Expected route: Informative.
- State and support a judgment about the best habit students can use before believing a rumor. Expected route: Opinion.

Assessment Option: Listen for route reasoning; Look at response cards; Collect one spoken reason on a class checklist.

Teacher Script

"I am listening for reasoning, not just the correct card. Begin with the purpose, name the audience, and then explain why your route can do that job."

R — Reveal: The PREPARE Decision (12 minutes)

Reveal the six steps one at a time. Students echo the decision words, then reconstruct the chain without notes.

Teacher Script

"Now we Reveal the process hidden inside a strong start. Echo each decision word as I uncover it, then connect the words in order so the Genre Compass becomes a routine you can use independently."

Teacher Model Using Cookie Mystery (6 minutes)

Writing direction: Write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.

Teacher Script

"Topic is a true experience. Purpose is narrate and reflect. Audience is classmates. Genre is personal narrative. I will freewrite to uncover the change in thinking, then use TRAILS to shape the experience."

Teacher Model Using Cookie Commission (6 minutes)

Writing direction: Explain how people can check a claim before accepting it, using clear examples from the cookie passages.

Teacher Script

"Topic is checking a claim. Purpose is explain. Audience is a younger student. Genre is informative. I will map source check, evidence, and conclusion."

Embedded Check (4 minutes)

Students finish: "The response genre comes from the writing job because ____." Reteach any response that names only the passage type.

Teacher Script

"Complete the sentence with a reason, not a genre label. If your answer only says the passage is fiction, return to the purpose and audience and try again."

Day 1 Closing (3 minutes)

Partners reconstruct Topic to Purpose to Audience to Genre to Planning Strategy and name where TRAILS belongs.



Teacher Script

"Close your notes. Teach the compass to your partner from memory, and explain that TRAILS comes after the personal-narrative route is chosen because it develops the experience."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Select a genre and planning strategy for a topic, purpose, and audience.
ELPS 4(C)(i)	Write with high-frequency and content-area vocabulary.
ELPS 4(F)(i)–(viii)	Use appropriate content, style, register, and conventions for purpose and audience.

Day 2 Purpose

Students attempt the decision through Genre Signal Sort. Every placement must be defended with a writing-job reason.

★ Daily Deck Slide (M1-05)

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

Set Up the Game (5 minutes)

Teacher Script

"Today is the Attempt step. You are expected to make a first decision, explain it, listen to a challenge, and change it when the writing job gives you a better reason."

Teacher Script

"Readers, read every word without signaling an answer. Decision Makers propose. Evidence Speakers prove with topic, purpose, and audience. Checkers invite one respectful challenge before awarding a point."

Role	Responsibility
Reader	Read the whole writing situation without emphasizing clue words.
Decision Maker	State the proposed genre and strategy.
Evidence Speaker	Prove the choice with topic, purpose, and audience.
Checker	Compare the decision with the Response Ecosystem and invite a respectful challenge.

Genre Signal Sort — Cards, Directions, and Answer Key (22 minutes)

Directions: Place each card under the strongest response route. The Evidence Speaker must name purpose and audience. The Checker awards one point only after a defensible reason.

"Begin each card by naming the job: what is the topic, what must the writer accomplish, and who needs the response? Place the card only after the group can finish the sentence: This route is strongest because."

Card	Writing Job	Best Route and Answer Key
1	Use Cookie Mystery to write a true-to-life story about a student who learns not to repeat a claim before checking evidence.	Narrative — the purpose requires an experience, important moment, and lasting effect.
2	Use Cookie Commission to teach a class how surveys and interviews can support a recommendation.	Informative — the purpose is to explain and teach.
3	Use both passages to state and support which decision-making habit is most important for fifth graders.	Opinion — the writer makes and supports a judgment.
4	Write a message to the cafeteria manager recommending one way to gather student input before ordering treats.	Correspondence — the audience is one specific reader and the purpose is direct communication.
5	Turn the contrast between rumor and evidence into a short poem.	Poetry — the purpose is expressive and poetic craft fits.
6	Investigate the history of the chocolate chip cookie using more than one credible source.	Research / Inquiry — the task requires questions, sources, and synthesis.

🔑 Genre Signal Sort — Cards, Directions, and Answer Key (22 minutes) (cont.)

Teacher script: "An attempt is allowed to change. State your first decision, listen to the group, and revise when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point."

Optional Challenge — Two Defensible Routes (6 minutes)

Use Card 4. Students explain how the purpose would need to shift for an argumentative response to become stronger than correspondence.

🔊 Teacher Script

"Do not simply rename Card 4. Change its purpose so the writer must defend a claim with reasons and evidence, then explain why argumentative writing has become stronger than a direct message."

Informal Assessment: What Changed? (5 minutes)

Students record: "I changed my route from ___ to ___ because ___." Listen for purpose-audience evidence, not speed.

🔊 Teacher Script

"A changed answer can show strong thinking. Record your first route, your final route, and the exact purpose or audience clue that made you keep or revise the decision."

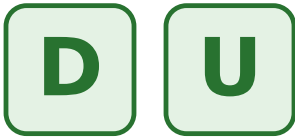
Day 2 Closing (2 minutes)

One group teaches a disputed card and names the clue that resolved it.

🔊 Teacher Script

"Teach us the disagreement, not just the answer. Name both possible routes, identify the clue that carried the most weight, and explain why the final route fits the job better."

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)–(ii)	Compose literary texts using genre characteristics and craft.
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(D)(i)–(iii)	Write with varied sentence lengths, types, and transitions.

Day 3 Purpose

Students resolve decision misconceptions and use the preparation process independently in a formal personal narrative task.

★ Daily Deck Slide (M1-06)

Write on the board: Explain the writing job before defending the genre. Compare two decisions. Name the purpose or audience clue. Separate source genre from response genre.

D — Discuss the Decision (10 minutes)

Teacher Script

"Cookie Mystery and Cookie Commission are fiction. That tells how the sources are written, not how every response must be written."

Teacher Script

"During Discuss, put two ideas beside each other and test them. Use the full frame, listen for whether your partner named purpose and audience, and ask for the missing reason when the explanation stops at the source genre."

Students use: "The passage is ___, but the response should be ___ because the writing purpose is ___ for ___." They underline the purpose, box the audience, and compare brainstorming, freewriting, and mapping.

Assessment Option: Listen for the complete frame; Look for correctly marked clues; Collect

one justification.

Teacher Script

"Show me where the writing direction reveals the purpose and audience. Your marks should make your genre decision understandable before I hear the genre name."

Daily Deck Slide (M1-07)

Write on the board: Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Plan with TRAILS for classmates who need to understand why the change mattered.

U — Use Independently (25 minutes)

Teacher Script

"Now you will Use the process independently. Read the complete prompt, fill in every PREPARE field, justify personal narrative for classmates, and choose a planning strategy before you begin TRAILS."

Teacher Script

"Your experience belongs to you. I may reread the prompt or ask you to point to a decision, but I will not choose the experience, genre reason, planning route, or details for you."

Required PREPARE Header

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

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Record precise actions and revealing thoughts or dialogue.
I — Important Moment	Identify the discovery or decision that changes the experience.
L — Lesson or Lasting Effect	State what the writer carries away.
S — Setting	Establish where and when the experience happens.

Teacher model: Plan a time new information changed a decision about what to believe or do. Think aloud through the PREPARE header and TRAILS map. Stop before drafting a full response.

 Teacher Script

"Watch how I plan without writing your response for you. I will name a true experience, identify the people and actions, locate the moment my thinking changed, and connect that moment to a lasting effect before adding setting details."

Conferring Cues

- State the writing job in one sentence.
- Point to the important moment in the plan.
- Explain why the planning strategy fits.
- Name one detail the audience needs and one it does not need.
- Show where the ending reveals the lasting effect.

 Daily Deck Slide (M1-08)

Write on the board: Revise two sentences to improve sentence structure. Check one complete simple sentence for subject-verb agreement. Check collective nouns. Correct high-frequency spelling.

Standards Application Check (10 minutes)

Original from the module: The class heard a rumor. The group checked the source. The team changed its conclusion.

Revision example from the module: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

 Teacher Script

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

 Teacher Script

"First combine or reshape two sentences so the reader can see how the ideas connect. After the meaning is clearer, check one convention at a time and keep the writer's intended meaning intact."

Day 3 Closing (3 minutes)

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

 Teacher Script

"Underline the sentence where your thinking changes and star the sentence whose structure you improved. Be ready to explain what each mark helps your classmates understand."

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(E)(ii)	Write content-area-specific text using grammatical structures.

Day 4 Purpose

Students identify evidence that preparation improved their writing and choose a specific next target.

★ Daily Deck Slide (M1-09)

Write on the board: Choose an award only when you can point to evidence. Complete: I award myself for ___ because my work shows ___. Name the reader benefit.

A — Award the Preparation (15 minutes)

Teacher Script

“Award is not a compliment you give yourself; it is a claim you prove. Choose one category, place your finger on the evidence in your plan or draft, and explain how that choice helped your reader.”

Award	Evidence Required
Genre Match	The genre fits purpose and audience.
Audience Lens	Details, style, or register fit the reader.
Planning Route	The strategy organized the required thinking.
TRAILS Builder	The draft develops an experience, not a list.
Sentence Architect	A structural revision clarifies meaning.
Convention Checker	Agreement, collective nouns, and spelling are edited.

 Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your work. Name the decision, point to evidence, and explain the benefit."

 Teacher Script

"Use this complete statement: I award myself for this preparation decision because this evidence shows it, and my classmates benefit by understanding this."

 Daily Deck Slide (M1-10)

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

T — Target the Next Decision (12 minutes) **Teacher Script**

"Target one decision you can practice the next time you write. Replace broad goals such as write better with an observable action, a reason, and evidence that will show improvement."

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

Helpful source-aligned targets: "I will name the audience before choosing the genre." / "I will stop using the passage type as my reason for the response genre."

 Teacher Script

"Test your target by asking: Could someone see me do this? If not, revise it until the next action names exactly what you will say, mark, choose, or change."

Informal Assessment: Glow and Grow (6 minutes)

Partners point to one decision that fits the writing job and one next step. The author revises the target if it is not observable.

 Teacher Script

"Partners, point to the glow before you name it, then read the target and check whether the action is observable. Authors, revise the target when the next step is still too general."

Day 4 Closing (3 minutes)

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

 Teacher Script

"End by speaking evidence to your partner. Name what grew, name the exact next action, and listen for whether your partner can repeat your target accurately."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)–(ii)	Compose literary texts using genre characteristics and craft.
ELPS 4(F)(i)–(viii)	Communicate with content, style, register, and conventions appropriate to purpose and audience.

Day 5 Purpose

Students use their own plans and writing to teach how a writer moves from a situation to a justified genre and effective draft.

★ Daily Deck Slide (M1-11)

Write on the board: Teach Topic to Purpose to Audience to Genre to Strategy. Show evidence from your plan or draft. Explain one revision or editing decision.

E — Turn and Teach the Genre Match (20 minutes)

Teacher Script

“Explain means you will teach the complete decision chain so another person can reconstruct it. Use your own plan and draft as evidence, make eye contact with the listener, and explain your choices instead of reading the card word for word.”

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 fits the genre.
- Use the statement cue: "Explain the reason you chose ____."
- Give evidence-based feedback.

Teacher Script

"Teaching is the final retrieval test. Use your work as evidence without simply reading the page. If the listener cannot explain your route, return to where the decision became unclear and teach it again."

Teacher Script

"Listeners, restate the writer's purpose and audience before giving feedback. Then point to one genre, TRAILS, revision, or editing choice that fits and ask for the reason behind any choice you cannot yet explain."

Fresh Recall (6 minutes)

Students close notebooks and reconstruct the preparation chain orally. Partners check the sequence against the anchor chart only after retrieval.

Teacher Script

"Close every notebook and face away from the anchor chart. Retrieve Topic, Purpose, Audience, Genre, and Strategy in order; only after both partners commit to the chain may you check and repair it."

At-Home Connection Card (3 minutes)

Take home the Author-Educator Card. Teach a family member the Genre Compass using the Cookie Mystery narrative card and Cookie Commission informative card as examples.

Teacher Script

"At home, use the two cookie examples to show that one fiction source can support different response genres. Ask your listener to change the audience and predict whether the route should stay the same."

Day 5 Closing (3 minutes)

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

 Teacher Script

“Finish with a specific decision you can now make before drafting. Connect that decision to a stronger experience for your reader.”

Module 1 — Low, Medium, and High Exemplars

Passage-based model prompt: Use "The Great Chocolate Chip Cookie Mystery" to write a narrative showing how the missing-cookie claims lead the class toward an investigation. These models use only events and language supported by the Module 1 excerpt.

Teacher Script

"We are studying these responses to notice decisions, not to rank writers. Listen for what each reader can understand, then use TRAILS and sentence evidence to name one precise next move."

Low Exemplar — Pink

"Read the low exemplar once for meaning. On the second read, notice that it names events but does not yet develop the relationships, reactions, important moment, or lasting effect a reader needs."

- Student Response: "The cookies were gone. People told stories. Mrs. Delgado said there was a mystery."
- What Is Working: The response identifies the problem and an outcome from the passage.
- Teacher Notes: The response lists events without developing relationships, reactions, or the important moment.
- What Needs Improvement: Use TRAILS to add the cafeteria setting, the circular-source exchange, Maya's response, and the shift from rumors to a mystery.

Medium Exemplar — Yellow

"Compare this response with the first one. Point to the setting, actions, and source problem, then identify the place where the change in the students' thinking could be made clearer."

- Student Response: "At lunch, Jordan announced that every cookie was gone. Theories multiplied, but Mrs. Delgado asked where Jordan had heard his claim. Jordan named Eli, and Eli said he had heard Jordan. Mrs. Delgado called it a source that cites itself. The class still had no cookies, but now it had a mystery."
- What Is Working: The setting, actions, dialogue content, and circular-source problem form a clear sequence.
- Teacher Notes: The response shows the investigation beginning, but it could make the important change in the students' thinking clearer.
- What Needs Improvement: Revise the ending to emphasize why the source problem changes the class's approach.

High Exemplar — Green

"As I read the high exemplar, track how supported passage details build toward the shift from rumor to investigation. Name the sentence structures and ending choice that help the reader understand why the shift matters."

- Student Response: "By 11:42 on Friday morning, the empty cafeteria tray had launched fifth grade into a chocolate-chip-sized emergency. Claims traveled quickly: sixth graders took two each; teachers got the extras; the principal hid them. Then Mrs. Delgado asked Jordan where he had heard his claim. 'From Eli.' Eli's answer led straight back to Jordan. When Mrs. Delgado described the claim as a source that cites itself, the rumor chain no longer sounded like proof. The class still lacked cookies, but it had gained a more useful problem to solve: a mystery that required questions instead of assumptions."

- What Is Working: The response uses the passage setting, claims, dialogue content, reactions, and the important shift from rumor to investigation. Sentence structures vary, and the ending communicates a lasting effect.

- Teacher Notes: This model develops the source-supported experience with TRAILS and keeps the audience focused on why the change matters.

Module 1 — Assessment Opportunities

Teacher Script

“This assessment asks you to make the preparation decisions you have practiced. I can reread directions and clarify routines, but the topic, purpose, audience, justification, planning, drafting, revision, and editing evidence must show your own thinking.”

Formal Assessment

Teacher Script

“Read the entire prompt before writing. Complete the PREPARE header, use TRAILS to develop the experience, draft for classmates, revise sentence structure, and then edit the required conventions in that order.”

Field	Detail
Purpose	Determine whether students independently select and justify a response genre, plan with an appropriate strategy, develop a personal narrative with TRAILS, revise sentence structure, and edit required conventions.
Administrator	Classroom teacher during Day 3 independent use and Day 5 explanation.
Materials	Independent prompt, PREPARE header, TRAILS planner, student draft, Genre Compass, and editing checklist.
TEKS Breakouts	11(A)(i); 12(A)(i)–(ii); 11(C)(i); 11(D)(i), (vii), (xxix).
Task	Students complete the PREPARE header, plan and draft the assigned personal narrative, revise two sentences, edit one complete simple sentence and required conventions, then explain the decision chain.
Expected Response	A justified personal-narrative selection for classmates, a complete TRAILS plan, a developed experience with an important moment and lasting effect, a structural revision, accurate editing, and an oral explanation grounded in purpose and audience.

Formal Assessment Rubric

Teacher Script

"Use the rubric as a map before you submit. Point to evidence for each criterion; if you cannot locate it, return to the work and make the missing thinking visible without asking someone else to choose it for you."

Criterion	Beginning	Developing	Secure
Genre Decision	Names a route without the job.	Names some job elements.	Names topic, purpose, audience, route, strategy, and a defensible justification.
Narrative Development	Lists events.	Develops some TRAILS elements.	Develops an experience with relationships, actions/thoughts/dialogue, important moment, lasting effect, and setting.
Revision	Makes only an editing change.	Changes structure without explaining the benefit.	Improves sentence structure for meaning and identifies the reader benefit.
Editing	Leaves required errors unchecked.	Corrects some required conventions.	Checks agreement, collective nouns, and high-frequency spelling accurately.

Informal Assessment Sequence

Teacher Script

"Across the week I will listen, look, and collect different evidence. A correct genre card is a start; your purpose-and-audience reason and the decisions visible in your work show what you truly understand."

- Day 1 — Response Cards: visual evidence of source-versus-response understanding.
- Day 2 — What Changed?: written and oral evidence of reasoned route revision.
- Day 3 — Show Me Where: point to purpose, audience, important moment, and structural revision.
- Day 4 — Glow and Grow: metacognitive evidence tied to the draft.
- Day 5 — Teach the Teacher: oral retrieval and transfer.

Check the Learning

Use varied evidence rather than repeated worksheets.

Teacher Script

"These checks are short chances to show the same understanding in different ways. Whether you speak, point, sort, or write, connect the response route to the purpose and audience."

Verbal — Complete the Thought (3 minutes)

Students finish: "The source is fiction, but the response should be ___ because the purpose is ___ for ___." Listen for a purpose-audience relationship.

Visual/Physical — Response Cards (4 minutes)

Read one Genre Signal Sort card. Students hold a route card and point to Topic, Purpose, Audience, and Genre on the compass before explaining.

Written — What Changed? (4 minutes)

Students complete: "I first chose ___. I changed or kept the route because the purpose and audience require ___."

Error Analysis — Find and Fix the Mistake (5 minutes)

Near-miss: "Both passages are fiction, so every response must be narrative." Students identify the error and repair it with the Genre Compass.

Teacher Script

"Do not just label the statement wrong. Explain which Genre Compass decisions are missing, then repair the reasoning with a purpose, audience, and response genre that fit one writing job."

Assessment Option

- Listen — record one topic-purpose-audience justification.
- Look — observe the route card, sort, or marked PREPARE header.
- Collect — examine the one-sentence reason, TRAILS plan, or structural revision.

Intervention — Module 1

Teacher Script

"We will slow the decision down without changing the thinking. I will read the whole direction, you will point to the purpose and audience clues, and you will choose and defend the route."

Three-Card Mini-Sort (10 minutes)

Use only Narrative, Informative, and Correspondence.

Teacher Script

"Listen through the end of the direction before touching a card. First point to what the writer must do, next name who will read it, and then select the route that serves both clues."

1. Read one complete source-based direction.
2. Have the student point to the purpose and audience words.
3. Let the student select a card without teacher naming the route.
4. Rehearse: "The purpose is _____. The audience is _____. The route is _____ because _____."
5. Record the reason after oral success.

Use these directions from the module:

- Show a student learning not to repeat a claim before checking evidence.
- Teach how surveys and interviews support a recommendation.
- Write directly to the cafeteria manager about gathering student input.

TRAILS Development Support (10 minutes)

If a student lists events, use only T, I, and L first: name the experience, identify the moment the thinking changes, and state the lasting effect. Add R, A, and S after the central change is clear.

Teacher Script

"Tell me the experience in one phrase. Now point to the exact moment your thinking changed and explain what stayed with you afterward; once that center is clear, we will add the relationships, actions, thoughts, dialogue, and setting that help the reader experience it."

Language and Access Supports

- Preproduction/Beginning: point, match, use a bilingual glossary, and rehearse orally.
- Intermediate: use a complete justification frame.
- High-Intermediate/Advanced: compare two routes and explain why one is stronger.
- Reading support: teacher rereads the task and passage detail; cognitive demand remains route selection and justification.

Intervention Recheck (5 minutes)

Give a different direction with the same structure: explain the Cookie Commission survey to students who have not read the passage. Mastery is an independently selected Informative route with a topic-purpose-audience reason, not memorization of a previous card.

Teacher Script

"This is a fresh direction, so solve it from the writing job. Name the topic, purpose, and audience aloud, choose the strongest route independently, and explain the reason before checking any earlier card."

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Lesson Moment	Teacher Check	Expected Response	Misconception	Immediate Response
Before route selection	"Name the topic, purpose, and audience."	All three job elements.	Student jumps to genre.	Point to the compass and restart at topic.
After route selection	"Explain why it fits."	Purpose-audience justification.	"Because the passage is a story."	Present the informative card from the same source.
During planning	"Why does this strategy fit?"	Strategy-to-thinking relationship.	One tool is always best.	Compare brainstorm, freewrite, and map.
During drafting	"Show the important moment and lasting effect."	Developed I and L.	Event list.	Rehearse the change and its meaning orally.
During revision	"What relationship does the new structure show?"	Reader benefit from structural change.	Spelling change labeled revision.	Use the module's class/group/team model.
During editing	"Which required convention are you checking?"	Agreement, collective nouns, or spelling.	Random proofreading.	Check one convention at a time in context.

Daily Evidence Record

Student	Route + Reason	Strategy Fit	TRAILS I/L	Structural Revision	Editing	Teach-Back

Decision Rules

- If the route is correct but the reason is missing, require oral justification before moving on.
- If I and L are missing, pause drafting and rebuild the TRAILS center.
- If the student revises only conventions, require one sentence-structure change before editing.
- If all checks are secure, move to three-route enrichment.

Enrichment — Module 1

Teacher Script

“Your challenge is to control the writing job deliberately. Keep the source evidence fixed while you change purpose and audience, then make each new direction lead clearly to a different response route.”

Three Routes from One Source Idea (18 minutes)

Choose the Cookie Commission's survey evidence or Cookie Mystery's circular source. Write three different directions for three Response Ecosystem routes. For each direction:

Teacher Script

“Choose either the survey evidence or the circular source, and do not add facts. For each route, write a complete direction whose purpose and audience make that route strongest, then justify the planning strategy and draft only supported opening sentences.”

1. Name topic, purpose, and audience.
2. Identify the exact purpose or audience words that make the route strongest.
3. Select and justify a planning strategy.
4. Draft two opening sentences using only information supported by the excerpts.

Compare the Reader Effect (8 minutes)

Explain how content, style, register, or conventions change across the three routes. A strong response does more than rename the genre; it identifies what each audience needs.

Teacher Script

“Place the three openings side by side. Explain what each audience needs, then point to the content, style, register, or convention choice that creates a different reader experience.”

Enrichment Check

The teacher introduces one purposeful shift in audience. The student revises the direction and explains whether the original route remains strongest. Mastery is a defensible decision, not a predetermined answer.

 Teacher Script

"I am changing only the audience. Reconsider the complete compass, decide whether the original route still serves the job, and defend either keeping or changing it with a precise reason."

Module 1 — Additional Writing Opportunity: Plan to Share

Writing Prompt

Choose one detail from "The Great Chocolate Chip Cookie Mystery" or "The Fifth-Grade Cookie Commission." Create a new writing job with a purpose and audience, then produce the response using only details supported by the Module 1 excerpts.



Teacher Script

"Choose one supported detail and design a clear writing job around it. Your direction must tell the writer what to accomplish and who will read it before you select the genre and planning strategy."

Plan (8 minutes)

Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification. Use TRAILS if the selected route is narrative.

Draft (15 minutes)

Develop the response so its content, style, register, and conventions fit the chosen job. Do not add new story events, facts, dialogue, or survey results.

Revise (6 minutes)

Read aloud. Revise one sentence structure to clarify a relationship among ideas or actions. State the reader benefit.

Edit (5 minutes)

Check complete simple sentences for subject-verb agreement, collective nouns in context, and high-frequency spelling.

Share (5 minutes)

The partner identifies the purpose and audience and points to one choice that fits. If the partner cannot identify the job, the author revises for clarity.

Teacher Script

"Partners, infer the purpose and audience from the response before looking at the PREPARE header. Authors, use any mismatch as evidence about where the response needs clearer content, style, or register."

Success Criteria

- The PREPARE header and justification are complete.
- The response uses only supported passage details.
- The route, content, and planning strategy fit the purpose and audience.
- Revision precedes editing.
- Peer feedback names evidence, not a general compliment.

Module 1 — Auditory Engagement (Active Participation)

★ Daily Deck Slide (M1-03)

Write on the board: Pencils down during the first listening. Listen for purpose and audience clues. Respond physically or orally first; write after the decision.

Listen and Label (12 minutes)

Purpose: Students hear the complete writing job, label the strongest route, and defend it aloud.

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

Teacher Script

“Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. After you decide, use topic, purpose, and audience as evidence.”

Teacher Reads	Expected Response and Reason
Write a narrative showing a time Maya changes what she believes after checking evidence so classmates can experience the turning point.	Narrative — experience and turning point for classmates.
Explain how the Cookie Commission uses information before making a recommendation to students who have not read the passage.	Informative — explain information to unfamiliar readers.
State and support a judgment about the most important habit a student should use before accepting or sharing a claim.	Opinion — state and support a judgment.
Write a message to the cafeteria manager explaining one student preference respectfully.	Correspondence — direct message to a specific reader.

HEAR Retrieval

- H — Hear the entire writing direction with pencils down.
- E — Extract the purpose and audience clues orally.
- A — Act by holding up the route card and defending it.
- R — Retrieve by restating the Genre Compass without looking.

Assessment Option: Listen to justifications; Look at route cards; Collect one one-sentence reason.

Pause Points

|| Pause Point — Before Choosing a Genre (20 seconds)

Stop and think: Name topic, purpose, and audience before the route.

|| Pause Point — Source versus Response (20 seconds)

Stop and think: The source is fiction. The response genre comes from the writing job.

|| Pause Point — Before Planning (30 seconds)

Stop and think: Which strategy organizes the thinking this task requires? If the route is personal narrative, where are I and L in TRAILS?

|| Pause Point — Before Drafting (30 seconds)

Stop and think: What does this audience need, and which detail does it not need?

|| Pause Point — Revise before Editing (30 seconds)

Stop and think: First improve sentence structure for meaning. Then check agreement, collective nouns, and spelling.

|| Pause Point — Before Teaching (20 seconds)

Stop and think: Can the listener reconstruct Topic to Purpose to Audience to Genre to Strategy from your explanation?

Module 1 — My Progress Tracker

Teacher Script

“Use this tracker honestly. It shows what you can do independently and which preparation decision you will strengthen next.”

I Can...	Not yet	Getting set	I can do it
Name topic, purpose, and audience before choosing a genre.			
Separate the source genre from the response genre.			
Select and justify a response route.			
Choose brainstorming, freewriting, or mapping for a reason.			
Develop a personal narrative with TRAILS.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

Module 1 — Teacher Closure and Reflection

★ Daily Deck Slide (M1-12)

Write on the board: Writers select a response genre by identifying the topic, purpose, and audience before drafting. Strong writers identify the job, choose the route, and use the route's tools to plan and draft.

Teacher Closure Script

Teacher Script

"This week you named topic, purpose, and audience; selected and justified a response genre; separated source genre from response genre; planned with a fitting strategy; and developed a personal narrative with TRAILS. Preparation makes the draft stronger."

Teacher Script

"Think back to the missing-cookie claims and the Cookie Commission's decision work. Those sources gave us content, but each writing direction gave us a different job; that is why prepared writers use the Genre Compass before choosing a format."

Teacher Script

"Turn to a partner and teach the chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name how TRAILS helps a personal narrative reveal an important moment and lasting effect."

✓ Module Essential Question — Answered

A writer names the writing job first, selects the response genre and planning strategy that fit, develops the response with the route's tools, revises structure, edits conventions, and explains the decision with evidence.

Artifacts of Effectiveness

- Day 1 source-versus-response explanation
- Day 2 Genre Signal Sort recording and changed-route reason
- Day 3 PREPARE header, TRAILS plan, draft, structural revision, and edit
- Day 4 evidence-based award and precise target
- Day 5 Author-Educator Card, listener restatement, and fresh recall
- Student progress tracker and intervention/enrichment rechecks

Teacher Reflection

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

Which students still choose from the source type or cannot justify the route?

Which students develop I and L in TRAILS instead of listing events?

Which artifacts show that revision changed structure before editing?

What intervention or enrichment evidence will shape Module 2?



Virtual Classroom Adjustment for Remote Learners

Post the six Genre Signal Sort cards on a shared slide with seven route zones. Students use chat to submit T/P/A/G/S for Topic, Purpose, Audience, Genre, and Strategy, then explain one choice orally in breakout pairs. Display both passage excerpts in view-only form and provide separate digital copies for TRACKS highlighting. For independent work, use a five-field PREPARE header and TRAILS table; students annotate the sentence they revised and the conventions they edited. Use reaction icons for response-card checks, audio recording for preproduction or beginning speakers, and a short video or live teach-back for Day 5. Keep the same topic-purpose-audience reasoning and independent writing expectations.

MODULE

2

**Purpose and Audience
Change the Response**

**Week 2 • Medium Stamina • Cookie Mystery + Cookie
Commission**

Module 2: Purpose and Audience Change the Response

Week 2 - Medium Stamina - Cookie Mystery + Cookie Commission

Prepared Writers Match the Response to the Reader

Teacher Script

"The same evidence can produce very different writing because purpose and audience change what the reader needs."

Why This Module Matters

Students move beyond naming genres and learn to match the response to a real audience. They transform the same cookie-related content into different writing jobs, then study why a personal narrative needs scene, action, reflection, and audience-aware craft. The formal independent product is a developed personal narrative about a changed decision or belief.

Module Passage Set — Medium Stamina

Two fiction passages anchor this module: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." Both use the cumulative Medium-Stamina instructional excerpts supplied for Module 2. Cookie Mystery now follows Maya, Jordan, and Eli as they compare sources about Ruth Wakefield, and Cookie Commission now adds cost, dietary needs, a second survey, and compromise.

Module Independent Product

Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

Module Overarching Statement

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

Module Essential Question

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

★ Daily Deck Slide (M2-01)

Write on the board: PREPARE - Module 2 - Medium Stamina - Cookie Mystery + Cookie Commission. Writers adjust genre, details, craft, style, register, and conventions when the purpose or audience changes.

Module 2 — Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question, and gives one simple way to help.

This Week at a Glance

- Big skill: adjusting genre, details, craft, style, and register when the purpose or audience changes.
- Reading: the Medium-Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission."
- Writing: a personal narrative about a time new information, another viewpoint, or stronger evidence changed a decision.

One Question to Ask at Home



Teacher Script

"If you told this story to a friend and then to a principal, what would you change and why?"

One Way to Help

Talk about how Maya's team compared several sources before deciding what to believe about the cookie's history, or how the Cookie Commission listened to different viewpoints. Ask how the message would change for a different reader.

Family Letter

Dear Families,

This week your child continues our fifth-grade PREPARE unit. Writers first identify the writing job — topic, purpose, and audience — and then adjust the genre, the details, the craft, and even how formal the writing sounds so it fits the reader.

We are reading Medium-Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." In these passages, Maya's team compares several sources about Ruth Wakefield instead of trusting the first story they hear, and the Cookie Commission weighs cost, dietary needs, and different viewpoints before recommending a Friday treat. The formal writing product is a personal narrative about a time new information or another viewpoint changed a decision, developed with actions, thoughts, dialogue, and reflection.

At home, ask: "Who is your reader, and what does that reader need to understand?" Then discuss how the same true story could be told one way for a friend and another way for a principal. This conversation helps your child think about purpose and audience before drafting.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija continúa nuestra unidad PREPARE de quinto grado. Los escritores primero identifican el trabajo de escritura — el tema, el propósito y el público — y después ajustan el género, los detalles, la técnica y hasta el nivel de formalidad para que el texto se adapte al lector.

Leemos fragmentos de resistencia media de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." En estos pasajes, el equipo de Maya compara varias fuentes sobre Ruth Wakefield en lugar de creer la primera historia que escucha, y la Comisión de Galletas considera el costo, las necesidades alimentarias y distintos puntos de vista antes de recomendar un postre para el viernes. El producto formal es una narración personal sobre una vez en que información nueva u otro punto de vista cambió una decisión, desarrollada con acciones, pensamientos, diálogo y reflexión.

En casa, pregunte: "¿Quién es tu lector y qué necesita entender?" Después conversen sobre cómo la misma historia verdadera podría contarse de una manera para un amigo y de otra manera para un director. Esta conversación ayuda a su hijo o hija a pensar en el propósito y el público antes de redactar.

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

Module 2 — Family Conversation Starters

- Why does the same true story sound different when the reader changes?
- What does a principal need to know that a best friend might not?
- Why did Maya's team compare several sources before believing the cookie story?
- Which details would you add or remove for a formal reader?

At-Home Connection Card 1 — One Story, Two Readers

Choose one small true experience. Tell it once for a friend and once for a teacher or principal. Name one detail, one word choice, and one level of formality (register) that changed for each reader.

At-Home Connection Card 2 — Purpose and Audience Retrieval

Without looking at notes, reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Then explain how changing only the audience could change the details and the register.

Module 2 — Lesson Overview and Standards

Lesson Overview

Module 2 shows students that purpose and audience change the response. Students use the two Medium-Stamina cookie passages to turn the same content into different writing jobs, then study why a personal narrative needs scene, actions, thoughts, dialogue, and reflection for its audience. They plan with TRAILS, revise sentence structure, and edit complete simple sentences for subject-verb agreement, collective nouns, and high-frequency spelling.

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

Writing TEKS for This Module

TEKS	Student Expectation (verbatim Grade 5 breakout)
11(A)(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including collective nouns
11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible

- Students name topic, purpose, and audience and select a genre before completing a planning product.
- Students compose personal narrative writing using TRAILS, purposeful narrative craft, varied sentences, and audience-aware details.
- Students revise a sentence's structure on their own draft, not only in isolation.
- Students edit agreement, collective nouns, and high-frequency spelling in context, and explain purpose and audience choices aloud and in writing.

★ Daily Deck Slide (M2-02)

Write on the board: Read the Medium-Stamina cookie excerpts to notice how dialogue, humor, evidence, surveys, and differing viewpoints shape meaning. Collect only details that help you make a later writing decision. Do not copy every sentence.

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

These are only the standards listed for Prepare in the Grade 5 Teach BIG Scope and Sequence, grouped in the four required categories.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

ELPS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

Language Domains

Domain	Language Objective	Evidence in This Module
Listening	Listen for the relationship among purpose, audience, and craft.	Students label why a detail, style, or register fits one audience better than another.
Speaking	Justify genre, detail, and register with topic, purpose, and audience.	Students defend Same Topic, Different Job choices and teach the decision chain.
Reading	Read fiction excerpts to collect reusable, audience-flexible details.	Students mark TRACKS evidence in both Medium passages.
Writing	Record a PREPARE header, TRAILS plan, audience-aware narrative, revision, and edit.	Students complete the independent product and standards check.

Linguistic Accommodations Matched to the Objectives

Proficiency Level	Listening and Speaking Support	Reading and Writing Support	Matched Language Objective
Preproduction	Point to picture/word cards for purpose, audience, register, and craft; rehearse with a partner.	Match a passage detail to a reader and copy the route word.	Identify one audience or purpose clue and select a route nonverbally.
Beginning	Use the frame "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header with a word bank.	Name purpose and audience in short phrases.
Intermediate	Use the frame "This detail fits _____ because _____."	Write one justification sentence and a TRAILS note.	Explain a genre and detail choice with one purpose-audience reason.
High-Intermediate	Compare two readers before choosing details and register.	Draft varied sentence types and revise one for a clearer relationship.	Justify and revise using content-area vocabulary and grammatical structures.
Advanced	Lead a respectful challenge and restate another writer's reasoning.	Independently plan, draft, revise, edit, and teach the decision chain.	Adapt content, style, register, and conventions for purpose and audience.

Module 2 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can adjust details, style, and register to fit my reader.
- I can develop a personal narrative with TRAILS and audience-aware craft.
- I can revise sentence structure before editing conventions.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will name my reader before choosing my details.
- I will support my choices with purpose and audience.

Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and strategy.
- My one-sentence justification explains why the route and details fit the reader.
- My TRAILS plan develops an important moment, dialogue, reflection, and a lasting effect.
- My revision improves sentence structure, and my editing checks required conventions.

Evidence of Mastery

- Same Topic, Different Job reasoning and recording sheet.
- Independent PREPARE header, TRAILS plan, and audience-aware draft.
- Standards application check and Day 5 author-educator explanation.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

The teacher may reread, provide anchor charts and sentence frames, and accept oral rehearsal. The teacher may not name the genre, purpose, audience, detail, or register choice for the student. Students must make and justify the decision and draft independently.

Rigor and Cognitive Demand

Cognitive Demand	Student Work	Independence	Evidence
Recall	Name the topic and both sources as fiction.	Supported	Correct source genre and topic.
Skill/Concept	Match a writing job and a reader to a response route.	Guided, then collaborative	Same Topic, Different Job placement.
Strategic Thinking	Justify genre, details, and register using purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach an audience-aware personal narrative.	Independent	Draft, standards check, and teach-back.

Teacher-Misconception Self-Correct Chart

Teacher Misconception	Self-Correct Move
Audience means changing only a greeting or one word.	Model changing details, register, and craft for a new reader.
A correct genre label proves mastery.	Require the words purpose and audience in the reason.
The fiction passages make narrative the only valid route.	Present several writing jobs from the same cookie detail.
Editing can replace revision.	Require a structural revision before the conventions check.

Student-Misconception Reteach Chart

Student Misconception	Teacher Look-For	Reteach Move
Changing audience means changing only the greeting.	Register and details stay the same for every reader.	Compare a friend opening and a principal opening from the same content.
A genre name is enough.	No topic-purpose-audience reason.	Use the justification frame before the point counts.
Narrative is a list of events.	No important moment, dialogue, or reflection.	Return to I and L in TRAILS and add reflection.
The most popular option is automatically the recommendation.	Student ignores cost, dietary needs, and other viewpoints.	Reread how the commission weighs more than the 44 percent survey result.

Module 2 — Thinking Levels

Level	Color	Student Thinking	Module 2 Task
Level 1	Red	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Connect route and details to purpose and audience.	Defend a Same Topic, Different Job decision.
Level 4	Green	Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 5	Blue	Reflect, transfer, and teach.	Explain how changing the audience changes details and register.

From Recall to Extended Thinking

Thinking Stage	Student Action	Teacher Evidence
Recall	Identify topic and reading genre.	Accurate labels.
Skill	Categorize tasks by response route and reader.	Correct sort with a clue.
Strategic	Connect purpose, audience, genre, detail, and register.	Defensible justification.
Extended	Create, revise, edit, and teach.	Independent product and transfer explanation.

Teacher Script

“Prepared writers move from naming the source to explaining the job, choosing a route and its details for a reader, developing the response, and teaching why the decision works.”

Module 2 — Vocabulary

Teacher Script

“We will use everyday words, academic writing words, and passage-specific words to explain how purpose and audience change the response.”

Teacher Script

“When you hear a word you know, connect it to today's writing decision. When you hear a new word, listen for the example, rehearse the word with me, and then use it in the frame.”

Teacher Script

“Turn to a partner and complete this thought: The purpose is what the writer must accomplish, while the audience is the reader who needs the response.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Passage-Based Oral Frame
treat	a special food such as a cookie or cupcake	The Friday treat should ____.
vote	a choice counted to make a decision	Students vote for ____.
choice	one option a person picks	The best choice is ____.
cost	the amount required to obtain something	Cupcakes cost ____.
recipe	directions for making food	Ruth Wakefield's recipe ____.
story	an account of events, real or made up	The cookie story ____.
class	a group of students learning together	The class decided ____.
question	a sentence that asks for information	The second survey added a ____.
meeting	a gathering to discuss and decide	At the commission meeting, ____.
reader	the person who will read the writing	My reader needs ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Module Oral Frame
perspective	the way a particular person sees a situation	From Sofia's perspective, ____.
register	the level of formality in speaking or writing	For a principal, the register is ____.
craft	the deliberate techniques a writer uses	The narrative craft I chose is ____.
dialogue	the exact words characters or people say	This dialogue shows ____.
reflection	a writer's thinking about what an experience means	My reflection is that ____.
accuracy	how correct and true information is	The accuracy of the story matters because ____.
viewpoint	a person's position or opinion on an issue	Maya's viewpoint is ____.
responsibility	a duty a person or group is given	The commission's responsibility is ____.
compromise	a solution where each side gives up something	The class reached a compromise by ____.
freewriting	writing quickly to discover ideas before drafting	I used freewriting to ____.

Tier 3 Vocabulary — Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
Ruth Wakefield	rooth WAYK-feeld	the experienced baker connected to the chocolate chip cookie	Ruth Wakefield's recipe ____.
Nestlé	NESS-lay	the chocolate company that became connected with the cookie recipe	The cookie became connected with Nestlé because ____.
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission must ____.
recommendation	rek-uh-men-DAY-shun	a supported suggestion about what should be done	The commission's recommendation needs ____.
coalition	koh-uh-LISH-un	a group joined together for a shared goal	The Cupcake Coalition argued that ____.
dietary	DY-uh-tair-ee	relating to the food a person can or cannot eat	A dietary need in the class is ____.
deliberate	dih-LIB-er-it	done on purpose and carefully, not by accident	The creation was deliberate because ____.
Audience Lens	AW-dee-uns lenz	a tool for deciding what a reader knows, needs, and expects	Through the Audience Lens, my reader ____.
Genre Compass	ZHAHN-ruh KUM-pus		The Genre Compass begins with ____.
TRAILS	traylz	a narrative-planning framework for developing an experience	TRAILS helps a writer develop ____.

Teacher Resource

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

Module 2 — Background Knowledge and Teacher Context

Teacher Script

“Both cookie passages are fiction, and both give us details worth studying. This week we ask a new question: how would the same detail change if the purpose or the audience changed?”

Both Module 2 sources are fiction and continue from Module 1. In the Medium-Stamina “Cookie Mystery,” Maya, Jordan, and Eli investigate the cookie’s history, discover Ruth Wakefield and the Toll House Inn, and compare several sources instead of trusting the most exciting story. In the Medium-Stamina “Cookie Commission,” the class weighs survey percentages, cost, dietary needs, and competing viewpoints, then conducts a second survey and moves toward compromise.

More Background for the Teacher

The source genre supplies content and craft to notice; it does not determine the response genre. The same cookie details can support a narrative, informative explanation, opinion, argument, correspondence, poem, or inquiry when the purpose and audience change. In Module 2, students go further and adjust the details, style, and register within a route so the writing fits a specific reader.

The Genre Compass is Topic to Purpose to Audience to Genre to Planning Strategy. For the formal personal-narrative application, TRAILS develops Topic/Experience, Relationships, Actions/Thoughts/Dialogue, Important Moment, Lesson/Lasting Effect, and Setting, with reflection that helps the audience understand why the moment mattered.

Module 2 — Materials and Teacher Preparation

Module at a Glance

Day	GRADUATE Phase	Main Work	Evidence
1	Gather / Reveal	Reveal how purpose and audience change the response.	Oral route and reader reasons.
2	Attempt	Play Same Topic, Different Job.	Defended task-card decisions.
3	Discuss / Use	Resolve misconceptions; plan and draft independently.	PREPARE header, TRAILS plan, draft.
4	Award / Target	Locate growth evidence and name a precise target.	Award statement and next action.
5	Explain	Teach the complete decision chain and craft.	Author-educator card and fresh recall.

Anchor Charts to Create

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

Materials

- Medium-Stamina instructional excerpts from Cookie Mystery and Cookie Commission
- Purpose cards, Audience cards, and Genre cards
- Same Topic, Different Job task cards
- Audience Lens chart and TRAILS planning sheets
- Interactive notebooks, highlighters, and the Narrative Craft Lab recording sheet

Preparation Checklist

- Print and separate the six game cards and route labels.
- Prepare Medium-Stamina passage copies for unmarked reading and TRACKS highlighting.
- Post the independent prompt as a sentence command.
- Prepare the five-level language supports without changing the cognitive target.
- Keep the remote-learning adjustment last in the module.

Module 2 — Tiny Times Transition

A Tiny Time is a zero-material movement routine under one minute. This routine is unique to Module 2 and rehearses the Audience Lens during transitions.

This Module's Tiny Time: Reader Switch (1 minute)

Teacher Script

"Tiny Time! Point to your head for what the reader KNOWS, to your ear for what the reader NEEDS, and open both hands for what the reader EXPECTS."

How to run it:

- Name one reader: a best friend, then a principal.
- Students perform the three motions as the class names one thing that changes for that reader.
- Students whisper "casual" for the friend and "formal" for the principal at the register step.
- Repeat with a school visitor, then transition quietly.

No materials are needed. Keep the pace under one minute so the routine energizes rather than interrupts instruction.

Module 2 — The DOT Reading Habit

The DOT Reading Habit (3 minutes)



Teacher Script

“Strong readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop.”

Step	Student Action
D — Dot	Place a small dot above an unfamiliar word.
O — Discover	Determine the meaning during reading and discussion.
T — Drop	Erase the dot after the meaning is understood.



Daily Deck Slide

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

Apply DOT to Medium-passage words such as deliberate, dietary, coalition, register, and compromise without interrupting the first read for lengthy definitions.

Module 2 — Purpose, Audience, and the Craft of Narrative

Teacher Script

“A source passage does not choose your response genre, and it does not choose your details either. Your purpose and your audience do. First make the genre decision; then choose the details, craft, and register that fit your reader.”

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives content. The writing direction gives the job.

Teacher Script

“Trace the compass with me. Name what the writing is about, name what the writing must do, picture who will read it, choose the genre that can do that job, and then select a planning strategy that organizes the needed thinking.”

The Response Ecosystem — Seven Routes

Teacher Script

“These seven routes are choices, not a guessing game. As we read each route, listen for the purpose it serves and picture the reader who needs it.”

Route	Choose It When the Purpose Is To...	Cookie-Passage Application
Narrative	let an audience experience a change or discovery	Show Maya's team learning that the most exciting story is not always the most accurate.
Informative	explain or teach information	Explain how comparing several sources makes a claim more reliable.
Opinion	state and support a judgment	Judge which lesson from the passages is most useful for fifth graders.
Argumentative	defend a claim with reasons and evidence	Defend the fairest way a school should choose Friday treats.
Poetry	express an idea through poetic craft	Express how one rumor or one piece of evidence spreads outward.
Correspondence	communicate directly with one reader	Write to a principal requesting permission to survey students.
Research / Inquiry	investigate a question using sources	Investigate the history of the chocolate chip cookie using more than one source.

The Audience Lens

Teacher Script

“Before you choose details, look through the Audience Lens. Ask what your reader already KNOWS, what your reader NEEDS, and what your reader EXPECTS. Those three answers change your details and your register.”

Reader Question	What It Decides
What does the reader KNOW?	Which background you can leave out and which you must add.
What does the reader NEED?	Which details, examples, and evidence to include.
What does the reader EXPECT?	How formal your register and conventions should be.

Narrative Craft for a Real Audience

Teacher Script

“A personal narrative is not a list of events. Choose scene, actions, thoughts, dialogue, and reflection because your classmates need to experience the moment your thinking changed.”

Craft Move	What It Does for the Reader
Scene	Places the reader in the time and setting.
Actions	Shows what happened instead of summarizing it.
Thoughts	Reveals what the writer was thinking at the turning point.
Dialogue	Lets the reader hear the exact words that mattered.
Reflection	Explains why the important moment still matters.

The Register Continuum

Teacher Script

“Register is how formal the writing sounds. A message to a best friend and a message to a principal can share the same facts but sit at different points on the register continuum.”

Informal for a friend or classmate ---- Balanced for a general reader ---- Formal for a principal or decision maker.

The PREPARE Decision — Six Steps

Teacher Script

“I will model the decision aloud in order. Your job is to listen for the moment when purpose and audience make one response, and one set of details, stronger than the others.”

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 brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience with audience-aware craft.

TRAILS — Narrative Anatomy



Teacher Script

“TRAILS keeps a personal narrative from becoming a list. The important moment shows what changed, and the reflection tells classmates why that change matters.”

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

Module 2 — TRACKS: Reading the Passages for Evidence

Students first read each Medium-Stamina passage normally. The renderer then prints each passage again with the exact-substring TRACKS highlights supplied in `prepare_g5_m2_tracks.json`.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What to Look For	Highlight Color
T	Time	Ages, dates, eras, sequence, or time details.	Pastel Green
R	Reactions	Reactions, effects, solutions, or resolutions.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names or major concepts central to meaning.	Pastel Yellow
K	Key Knowledge	Important meaning not captured by another category.	Pastel Orange
S	Scenery / Setting	Place details measured through the senses.	Pastel Green

Teacher Script

“As we TAP the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose and more than one reader.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 1 — The Great Chocolate Chip Cookie Mystery

[1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

[2] “What do you mean, gone?” Maya asked. “The cookies.” Jordan pointed dramatically at an empty silver tray. “Every last one.” Behind them, the lunch line stopped moving. “No cookies?” someone whispered.

[3] “But the menu said chocolate chip cookies!” another student cried. Within thirty seconds, the investigation had already gone completely out of control. “I heard sixth grade took two each,” said Eli. “My brother’s in sixth grade,” Maya replied.

[4] “He wouldn’t waste his time stealing cookies. He has other hobbies.” “I heard the teachers get the extras,” said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

[5] “Interesting,” she said. “And where exactly did you hear that?” Jordan paused. “From Eli.” Everyone looked at Eli. Eli shrugged.

[6] “I heard Jordan say it yesterday.” Mrs. Delgado smiled. “Excellent. We have now discovered a source that cites itself.” Nobody seemed to know what that meant, but it did not sound good for Jordan’s investigation.

[7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

[8] “Chocolate chips are not dangerous,” Maya said. “You don’t know that.” “I’ve eaten approximately eight thousand of them.” “That actually might prove my point.” Maya sighed. Then Eli leaned forward. “Did you know chocolate chip cookies were invented by accident?” That got everyone’s attention.

[9] “What?” Maya asked. “Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn’t.

[10] Boom. Chocolate chip cookie.” “Where did you learn that?” Maya asked. Eli thought for a moment. “My cousin told me.” “The cousin who told you sharks can smell a cheeseburger from twelve miles away?” “Different conversation.” Mrs.

[11] Delgado, who had been listening from the end of the table, pulled up a chair. “You know,” she said, “this is becoming a very useful lunch.” “We have no cookies,” Jordan replied. “I strongly disagree.” “You have something even better.” Jordan looked suspicious. “Is it brownies?” “You have a mystery.” That afternoon, Mrs.

[12] Delgado wrote two questions on the board. 1. What happened to today’s chocolate chip cookies? 2.

[13] How was the chocolate chip cookie actually invented? “We are going to investigate both,” she announced. Jordan raised his hand. “Can we investigate while eating

replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams.

[14] Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.

[15] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.

[16] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed.

[17] "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[18] Mrs. Delgado walked over. "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs.

[19] Delgado smiled.

Student Annotation Guide — The Great Chocolate Chip Cookie Mystery

T — Time

By 11:42 on Friday morning; during the 1930s

R — Reactions

staring through the cafeteria serving window; Maya sighed

A — Actions

pointed dramatically at an empty silver tray; theories multiplied; pulled up a chair;
The class divided into teams

C — Character/Concept/Creature

Jordan; Mrs. Delgado; Ruth Wakefield

K — Key Knowledge

We have now discovered a source that cites itself; chocolate chip cookies were invented by accident; You have a mystery; They compared several sources instead of stopping after the first one; the creation was more deliberate than the popular

S — Scenery/Setting

cafeteria serving window; Toll House Inn in Massachusetts

TRACKS EVIDENCE HIGHLIGHTING — The Great Chocolate Chip Cookie Mystery

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PASSAGE 2 — The Fifth-Grade Cookie Commission

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

[3] "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION. The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.

[4] "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.

[7] "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

[11] "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation. Frozen

treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[13] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[14] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[15] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[16] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[17] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question—What dessert should we serve?—had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[18] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[19] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[20] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed.

Student Annotation Guide — The Fifth-Grade Cookie Commission

T — Time

On Monday morning

R — Reactions

Eli looked genuinely confused; The results surprised almost everyone; He quietly crossed out the word ALL

A — Actions

You surveyed students; The Cookie Commission began with a survey; Maya examined the numbers; conducted a second survey

C — Character/Concept/Creature

Principal Bennett; Cookie Commission; the school nurse

K — Key Knowledge

gather information, consider cost and student needs, hear different viewpoints; Chocolate chip cookies received 44 percent of the vote; more than half the students voted for something else; students with food allergies and dietary restrictions; This time students could explain their reasoning

S — Scenery/Setting

Mrs. Delgado's classroom

TRACKS EVIDENCE HIGHLIGHTING — The Fifth-Grade Cookie Commission

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[15] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[16] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[17] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question—What dessert should we serve?—had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[18] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[19] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[20] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Plan a first draft by selecting a genre for a topic, purpose, and audience using a range of strategies.
TEKS 12(A)(i)	Compose literary texts using genre characteristics.
ELPS 4(F)(i)-(iii)	Write to narrate, describe, explain, respond, or justify with appropriate content, style, and register for a purpose.

Day 1 Purpose

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

★ Daily Deck Slide (M2-04)

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

G — Gather: Fast Response Contrast (8 minutes)

Teacher Script

"Today we are learning what strong writers do before the first draft begins. A source passage does not choose your response genre for you. Your writing job does."

Teacher Script

"We will use the same two passage families to practice more than one response route. Every time you choose a route, you will prove the choice with the topic, purpose, and audience."

Read each source-based direction. Students show a route card, then justify orally.

- Tell a younger student a story about a time new evidence changed your mind.
Expected route: Narrative.

- Explain the Cookie Commission process to a school visitor who needs clear information. Expected route: Informative.
- Write a respectful message to a principal recommending a fair way to gather student preferences. Expected route: Correspondence.

Assessment Option: Listen for route reasoning; Look at response cards; Collect one spoken reason on a class checklist.

Teacher Script

"I am listening for reasoning, not just the correct card. Begin with the purpose, name the audience, and then explain why your route can do that job for that reader."

R — Reveal: The PREPARE Decision (12 minutes)

Reveal the six steps one at a time. Students echo the decision words, then reconstruct the chain without notes.

Teacher Script

"Now we Reveal the process hidden inside a strong start. Echo each decision word as I uncover it, then connect the words in order so the Genre Compass becomes a routine you can use independently."

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

Teacher Model Using Cookie Mystery (6 minutes)

Writing direction: Write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.

Teacher Script

"Topic is a true experience. Purpose is narrate and reflect. Audience is classmates. Genre is personal narrative. I will freewrite to uncover the change in thinking, then use TRAILS to shape the experience."

Teacher Model Using Cookie Commission (6 minutes)

Writing direction: Explain how people can check a claim before accepting it, using clear examples from the cookie passages.

 Teacher Script

"Topic is checking a claim. Purpose is explain. Audience is a younger student. Genre is informative. I will map the main idea, the source check, the evidence, and the conclusion."

Day 1 Closing (3 minutes)

Partners complete: "The response genre comes from the writing job because ____."

 Teacher Script

"Complete the sentence with a reason, not a genre label. If your answer only says the passage is fiction, return to the purpose and audience and try again."

Day 2 - Attempt the Assignment

A

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Select a genre and planning strategy for a topic, purpose, and audience.
ELPS 4(C)(i)	Write with high-frequency and content-area vocabulary.
ELPS 4(F)(v)–(viii)	Use appropriate content, style, register, and conventions for an audience.

Day 2 Purpose

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

★ Daily Deck Slide (M2-05)

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

Set Up the Game (5 minutes)

Teacher Script

“Keep the source passage available. You may refer to details, but the winning reason must address the writing job: the topic, the purpose, and the audience.”

Role	Responsibility
Reader	Read the whole writing situation without emphasizing clue words.
Decision Maker	State the proposed genre and strategy.
Evidence Speaker	Prove the choice with topic, purpose, and audience.
Checker	Compare the decision with the Response Ecosystem and invite a respectful challenge.

🔑 Same Topic, Different Job — Cards, Directions, and Answer Key (22 minutes)

Directions: Place each card under the strongest response route. The Evidence Speaker must name purpose and audience. The Checker awards one point only after a defensible reason.

Teacher script: "Begin each card by naming the job: what is the topic, what must the writer accomplish, and who needs the response? Place the card only after the group can finish the sentence: This route is strongest because."

Card	Writing Job	Best Route and Answer Key
1	Write Maya's evidence-discovery experience for classmates who need to feel the turning point.	Narrative — scene, dialogue, actions, thoughts, and reflection fit the audience and narrative purpose.
2	Explain to younger students why checking a source matters before repeating a claim.	Informative — clear examples and accessible explanation fit a teaching purpose.
3	Write to a principal requesting permission to survey students about a school choice.	Correspondence — a direct audience and request call for respectful correspondence.
4	Defend a claim about the fairest way a school should choose Friday treats.	Argumentative — the task requires a claim, reasons, evidence, and a response to other views.
5	State which lesson from Cookie Mystery or Cookie Commission is most useful for fifth graders and support the judgment.	Opinion — the task asks for a judgment supported by reasons and examples.
6	Express the idea that one rumor or one piece of evidence can spread outward.	Poetry — the purpose is expressive; imagery, voice, and sound can carry the idea.

🔑 Same Topic, Different Job — Cards, Directions, and Answer Key (22 minutes)

Teacher script: "An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point."

Teacher script: "Use respectful disagreement language: I see that route. I think another route fits more strongly because the purpose or audience requires it."

Optional Challenge — Two Defensible Routes (6 minutes)

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

 Teacher Script

"Do not simply rename the card. Change its purpose so a different route becomes stronger, then explain why that route now fits the job better."

Informal Assessment: What Changed? (5 minutes)

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

 Teacher Script

"A changed answer can show strong thinking. Record your first route, your final route, and the exact purpose or audience clue that made you keep or revise the decision."

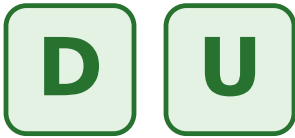
Day 2 Closing (2 minutes)

One group teaches a disputed card and names the clue that resolved it.

 Teacher Script

"Teach us the disagreement, not just the answer. Name both possible routes, identify the clue that carried the most weight, and explain why the final route fits the job better."

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)–(ii)	Compose literary texts using genre characteristics and craft.
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(D)(i)–(iii)	Write with varied sentence lengths, types, and transitions.

Day 3 Purpose

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

★ Daily Deck Slide (M2-06)

Write on the board: Explain the writing job before defending the genre. Compare two decisions that caused disagreement. Name the clue in purpose or audience that changed the verdict. Separate source genre from response genre.

D — Discuss the Decision (10 minutes)

Teacher Script

“Cookie Mystery and Cookie Commission are both fictional narratives. That fact tells us how the sources are written, not how every response must be written.”

Teacher Script

“Use this sentence to make your reasoning visible: The passage is ___, but the response should be ___ because the writing purpose is ___ for ___.”

Students select one game card and underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision. They compare brainstorming, freewriting, and mapping and accept more than one strategy when the tool fits the thinking.

Assessment Option: Listen for the complete frame; Look for correctly marked clues; Collect

one justification.

Teacher Script

"Show me where the writing direction reveals the purpose and audience. Your marks should make your genre decision understandable before I hear the genre name."

Daily Deck Slide (M2-07)

Write on the board: Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision. Before drafting, record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification.

U — Use Independently (25 minutes)

Teacher Script

"Now you will Use the process independently. Read the complete prompt, fill in every PREPARE field, justify personal narrative for classmates, and choose a planning strategy before you begin TRAILS."

Teacher Script

"Your experience belongs to you. I may reread the prompt or ask you to point to a decision, but I will not choose the experience, genre reason, planning route, or details for you."

Independent Writing Prompt: Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision. 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 Strategy: Brainstorm / Freewrite / Map
- Justification: This route fits because _____.

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Record precise actions and revealing thoughts or dialogue.
I — Important Moment	Identify the discovery or decision that changes the experience.
L — Lesson or Lasting Effect	State what the writer carries away.
S — Setting	Establish where and when the experience happens.

Teacher model: Plan a time you listened to another viewpoint and changed a choice. Think aloud through the PREPARE header and TRAILS map. Stop before drafting a full response.

 Teacher Script

"Watch how I plan without writing your response for you. I will name a true experience, choose dialogue and reflection because my classmates need to experience the important moment, and connect that moment to a lasting effect before adding setting details."

Conferring Cues

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

 Daily Deck Slide (M2-08)

Write on the board: Revise two sentences to improve sentence structure. Check one complete simple sentence for subject-verb agreement. Check collective nouns. Correct high-frequency spelling.

Standards Application Check (10 minutes)

Original from the module: The class heard a rumor. The group checked the source. The team changed its conclusion.

Revision example from the module: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

 Teacher Script

"Revision changed the structure to show the relationship among the actions. Editing will now check agreement, collective nouns, and spelling without replacing the meaning."

 Teacher Script

"First combine or reshape two sentences so the reader can see how the ideas connect. After the meaning is clearer, check one convention at a time and keep the writer's intended meaning intact."

Day 3 Closing (3 minutes)

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

 Teacher Script

"Underline the sentence where your thinking changes and star the sentence whose structure you improved. Be ready to explain what each mark helps your classmates understand."

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(E)(ii)	Write content-area-specific text using grammatical structures.

Day 4 Purpose

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

★ Daily Deck Slide (M2-09)

Write on the board: Choose an award only when you can point to evidence in your plan or draft. Complete: I award myself for ___ because my work shows ___. Name the reader benefit created by the decision.

A — Award the Preparation (15 minutes)

Teacher Script

“Award is not a compliment you give yourself; it is a claim you prove. Choose one category, place your finger on the evidence in your plan or draft, and explain how that choice helped your reader.”

Award	Evidence Required
Genre Match	The genre clearly fits the purpose and audience.
Audience Lens	Details, style, or register fit the reader.
Planning Route	The strategy organized the required thinking.
TRAILS Builder	The draft develops an experience rather than listing events.
Sentence Architect	A structural revision makes meaning clearer.
Convention Checker	Agreement, collective nouns, and spelling are edited carefully.

 Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, My writing is good. Name the decision, point to the evidence, and explain the benefit."

 Teacher Script

"Use this frame: I award myself the ____ Award because I _____. This helped my reader _____."

 Daily Deck Slide (M2-10)

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

T — Target the Next Decision (12 minutes) **Teacher Script**

"Target one decision you can practice the next time you write. A useful target tells what you will do differently next time, precisely enough to guide the next writing attempt."

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

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

 Teacher Script

"Test your target by asking: Could someone see me do this? If not, revise it until the next action names exactly what you will say, mark, choose, or change."

Informal Assessment: Glow and Grow (6 minutes)

Partners point to one decision that fits the writing job and one next step. The author revises the target if it is not observable.

 Teacher Script

"Partners, point to the glow before you name it, then read the target and check whether the action is observable. Authors, revise the target when the next step is still too general."

Day 4 Closing (3 minutes)

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

 Teacher Script

"End by speaking evidence to your partner. Name what grew, name the exact next action, and listen for whether your partner can repeat your target accurately."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)–(ii)	Compose literary texts using genre characteristics and craft.
ELPS 4(F)(i)–(viii)	Communicate with content, style, register, and conventions appropriate to purpose and audience.

Day 5 Purpose

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

★ Daily Deck Slide (M2-11)

Write on the board: Teach the chain — Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your plan or draft. Explain one revision or editing decision. Teach without reading every sentence from your notes.

E — Turn and Teach the Choice and the Craft (20 minutes)

Teacher Script

“Teaching another person is the final retrieval test. Use your work as evidence, but do not simply read the page. Make eye contact with the listener and explain your choices.”

Author-Educator Card

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

Listener Responsibilities

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

Teacher Script

"Your listener should be able to explain your decision chain after you finish. If the listener cannot explain your route, return to the point where the decision became unclear and teach it again."

Teacher Script

"Listeners, restate the writer's purpose and audience before giving feedback. Then point to one genre, TRAILS, revision, or editing choice that fits and ask for the reason behind any choice you cannot yet explain."

Fresh Recall (6 minutes)

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

Teacher Script

"Close every notebook and face away from the anchor chart. Retrieve Topic, Purpose, Audience, Genre, and Strategy in order; only after both partners commit to the chain may you check and repair it."

At-Home Connection Card (3 minutes)

Take home the Author-Educator Card. Teach a family member how the same true story would change for a friend and for a principal.

Teacher Script

"At home, show how one experience can be told two ways. Ask your listener to change the audience and predict which details and how much formality should change."

Day 5 Closing (3 minutes)

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

 Teacher Script

“Finish with a specific decision you can now make before drafting. Connect that decision to a stronger experience for your reader.”

Module 2 — Low, Medium, and High Exemplars

Passage-based model prompt: Use the Medium-Stamina excerpt of "The Great Chocolate Chip Cookie Mystery" to write a narrative showing how comparing several sources changed what Maya's team believed about the cookie's history. These models use only events and language supported by the Module 2 excerpt.

Teacher Script

"We are studying these responses to notice decisions, not to rank writers. Listen for what each reader can understand, then use TRAILS, craft, and sentence evidence to name one precise next move."

Low Exemplar — Pink

Teacher script: "Read the low exemplar once for meaning. On the second read, notice that it names events but does not yet develop the actions, dialogue, reflection, or reader-focused craft the audience needs."

- Student Response: "The team searched online. They found Ruth Wakefield. Maya said the story might not be true."
- What Is Working: The response identifies the investigation and a discovery from the passage.
- Teacher Notes: The response lists events without developing dialogue, thoughts, or the important moment when the thinking changed.
- What Needs Improvement: Use TRAILS to add the classroom setting, the compared sources, Maya's exact words, and the reflection that the most exciting story is not always the most accurate.

Medium Exemplar — Yellow

Teacher script: "Compare this response with the first one. Point to the setting, actions, and source-comparison, then identify the place where the change in the team's thinking could be made clearer for the reader."

- Student Response: "Our team was assigned the history mystery. The first website repeated Eli's happy-accident story, so we almost stopped there. Then other accounts said Ruth Wakefield was an experienced baker who developed recipes carefully. 'That doesn't sound like somebody randomly throwing things into a bowl,' Maya said. We compared several sources instead of trusting the first one."
- What Is Working: The setting, actions, dialogue content, and source-comparison form a clear sequence.
- Teacher Notes: The response shows the investigation, but the reflection about why comparing sources mattered could be clearer.
- What Needs Improvement: Revise the ending to emphasize why comparing sources changed what the team believed.

High Exemplar — Green

Teacher script: "As I read the high exemplar, track how supported passage details build toward the moment the team's thinking changed. Name the dialogue, reflection, and sentence structures that help classmates understand why the change mattered."

- Student Response: "Our team was handed the history mystery, and I was sure I already knew the answer. Eli's 'happy accident' story was the fun one, and the first website repeated it word for word. Then we kept reading. Other accounts described Ruth Wakefield as an experienced baker at the Toll House Inn who developed her recipes carefully, and the evidence suggested the creation was more deliberate than the popular story made it sound. 'So the accident story might not be completely true?' Jordan asked. Instead of stopping after the first source, we compared several. When Mrs. Delgado asked what we had discovered, I finally understood my own change of mind: the most exciting version of a story is not always the most accurate one, and now I check more than one source before I believe it."

- What Is Working: The response uses the passage setting, the compared sources, dialogue content, and the important shift from trusting one story to comparing several. Sentence structures vary, and the reflection communicates a lasting effect for classmates.

- Teacher Notes: This model develops the source-supported experience with TRAILS and keeps the audience focused on why the change mattered.

Module 2 — Assessment Opportunities

Teacher Script

“This assessment asks you to make the preparation decisions you have practiced. I can reread directions and clarify routines, but the topic, purpose, audience, justification, planning, drafting, revision, and editing evidence must show your own thinking.”

Formal Assessment

Teacher Script

“Read the entire prompt before writing. Complete the PREPARE header, use TRAILS to develop the experience, draft for classmates with audience-aware craft, revise sentence structure, and then edit the required conventions in that order.”

Field	Detail
Purpose	Determine whether students independently select and justify a response genre, plan with an appropriate strategy, develop an audience-aware personal narrative with TRAILS, revise sentence structure, and edit required conventions.
Administrator	Classroom teacher during Day 3 independent use and Day 5 explanation.
Materials	Independent prompt, PREPARE header, TRAILS planner, student draft, Audience Lens chart, and editing checklist.
TEKS Breakouts	11(A)(i); 12(A)(i)–(ii); 11(C)(i); 11(D)(i), (vii), (xxix).
Task	Students complete the PREPARE header, plan and draft the assigned personal narrative, revise two sentences, edit one complete simple sentence and required conventions, then explain the decision chain.
Expected Response	A justified personal-narrative selection for classmates, a complete TRAILS plan, a developed experience with an important moment, dialogue, reflection, and a lasting effect, a structural revision, accurate editing, and an oral explanation grounded in purpose and audience.

Formal Assessment Rubric

Teacher Script

"Use the rubric as a map before you submit. Point to evidence for each criterion; if you cannot locate it, return to the work and make the missing thinking visible without asking someone else to choose it for you."

Criterion	Beginning	Developing	Secure
Genre Decision	Names a route without the job.	Names some job elements.	Names topic, purpose, audience, route, strategy, and a defensible justification.
Narrative Development	Lists events.	Develops some TRAILS elements.	Develops an experience with relationships, actions/thoughts/dialogue, important moment, reflection, and setting.
Audience Awareness	Uses the same details for any reader.	Adjusts one detail or word.	Adjusts details, style, and register for the intended reader.
Revision and Editing	Makes only an editing change.	Revises structure or edits, not both.	Improves sentence structure for meaning, then edits agreement, collective nouns, and high-frequency spelling.

Informal Assessment Sequence

Teacher Script

"Across the week I will listen, look, and collect different evidence. A correct genre card is a start; your purpose-and-audience reason and the decisions visible in your work show what you truly understand."

- Day 1 — Response Cards: visual evidence of source-versus-response understanding.
- Day 2 — What Changed?: written and oral evidence of reasoned route revision.
- Day 3 — Show Me Where: point to purpose, audience, important moment, and structural revision.
- Day 4 — Glow and Grow: metacognitive evidence tied to the draft.
- Day 5 — Teach the Teacher: oral retrieval and transfer.

Check the Learning

Use varied evidence rather than repeated worksheets.

Teacher Script

"These checks are short chances to show the same understanding in different ways. Whether you speak, point, sort, or write, connect the response route and its details to the purpose and audience."

Verbal — Complete the Thought (3 minutes)

Students finish: "This detail fits ___ because the purpose is ___ for ___." Listen for a purpose-audience relationship.

Visual/Physical — Response Cards (4 minutes)

Read one Same Topic, Different Job card. Students hold a route card and point to Topic, Purpose, Audience, and Genre on the compass before explaining.

Written — What Changed? (4 minutes)

Students complete: "I first chose ___. I changed or kept the route because the purpose and audience require ___."

Error Analysis — Find and Fix the Mistake (5 minutes)

Near-miss: "Changing the audience means changing only the greeting." Students identify the error and repair it with the Audience Lens.

Teacher Script

"Do not just label the statement wrong. Explain which Audience Lens decisions are missing, then repair the reasoning by naming what the reader knows, needs, and expects."

Assessment Option

- Listen — record one topic-purpose-audience justification.
- Look — observe the route card, sort, or marked PREPARE header.
- Collect — examine the one-sentence reason, TRAILS plan, or structural revision.

Intervention — Module 2

Teacher Script

"We will slow the decision down without changing the thinking. I will give you one audience and two possible openings, and you will choose the opening whose detail and register fit that reader."

Audience-and-Opening Mini-Task (10 minutes)

Provide one audience card and two possible openings.

Teacher Script

"Read both openings all the way through before choosing. Point to the reader on your audience card, then choose the opening whose details and level of formality fit that reader."

1. Read the audience card aloud with the student.
2. Read both openings without signaling the answer.
3. Let the student choose the opening that fits, without the teacher naming it.
4. Rehearse: "This opening fits ___ because the detail is ___ and the register is ___."
5. Revise the weaker opening so it fits the same reader.

Use audiences from the module: a best friend, a school visitor, and a principal.

TRAILS Development Support (10 minutes)

If a student lists events, use only T, I, and L first: name the experience, identify the moment the thinking changed, and state the lasting effect. Add R, A, and S after the central change is clear.

Teacher Script

"Tell me the experience in one phrase. Now point to the exact moment your thinking changed and explain what stayed with you afterward; once that center is clear, we will add the relationships, actions, thoughts, dialogue, and setting that help the reader experience it."

Language and Access Supports

- Preproduction/Beginning: point, match, use a bilingual glossary, and rehearse orally.
- Intermediate: use a complete justification frame.
- High-Intermediate/Advanced: compare two readers and explain why the details and register change.
- Reading support: teacher rereads the task and passage detail; cognitive demand remains route selection and justification.

Intervention Recheck (5 minutes)

Give one new writing direction with the same decision structure.

 Teacher Script

“This is a fresh direction, so solve it from the writing job. Name the topic, purpose, and audience aloud, choose the strongest route independently, and explain the reason before checking any earlier card.”

Module 2 — Embedded Checks and Student Support

Embedded Checks for Understanding

Lesson Moment	Teacher Check	Expected Response	Misconception	Immediate Response
Before route selection	"Name the topic, purpose, and audience."	All three job elements.	Student jumps to genre.	Point to the compass and restart at topic.
After route selection	"Explain why it fits this reader."	Purpose-audience justification.	"Because the passage is a story."	Present a second card with the same source and a new reader.
During planning	"Why does this strategy fit?"	Strategy-to-thinking relationship.	One tool is always best.	Compare brainstorm, freewrite, and map.
During drafting	"Show the important moment and reflection."	Developed I and L with reflection.	Event list.	Rehearse the change and its meaning orally.
During revision	"What relationship does the new structure show?"	Reader benefit from structural change.	Spelling change labeled revision.	Use the module's class/group/team model.
During editing	"Which required convention are you checking?"	Agreement, collective nouns, or spelling.	Random proofreading.	Check one convention at a time in context.

Daily Evidence Record

Student	Route + Reason	Strategy Fit	TRAILS I/L	Structural Revision	Editing	Teach-Back

Decision Rules

- If the route is correct but the reason is missing, require oral justification before moving on.
- If I and L are missing, pause drafting and rebuild the TRAILS center with reflection.
- If the student revises only conventions, require one sentence-structure change before editing.
- If all checks are secure, move to two-audience enrichment.

Enrichment — Module 2

Teacher Script

"Your challenge is to control the writing job deliberately. Keep the content fixed while you change only the audience, then make each version fit its reader through details, register, and conventions."

Same Content, Two Audiences (18 minutes)

Give the same content and two audiences, such as a best friend and a principal. Students create two openings and annotate how detail, register, and conventions changed for the audience.

Teacher Script

"Do not add facts. For each reader, write a complete opening whose details and level of formality fit that reader, then label what you changed and why."

1. Name the shared topic and purpose.
2. Write an opening for a best friend.
3. Write an opening for a principal.
4. Annotate each detail, register, and convention choice you changed.

Compare the Reader Effect (8 minutes)

Explain how content, style, register, or conventions change across the two audiences. A strong response does more than change a greeting; it identifies what each reader needs.

Teacher Script

"Place the two openings side by side. Explain what each reader needs, then point to the detail, register, or convention choice that creates a different reader experience."

Enrichment Check

The teacher introduces one purposeful shift in audience. The student revises the opening and explains what must change for the new reader. Mastery is a defensible decision, not a predetermined answer.

Teacher Script

"I am changing only the audience. Reconsider the complete Audience Lens, decide what the new reader knows, needs, and expects, and defend the details and register you would use."

Module 2 — Additional Writing Opportunity: Plan to Share

Writing Prompt

Choose one detail from the Medium-Stamina "Cookie Mystery" or "Cookie Commission." Create a new writing job with a purpose and audience, then produce the response using only details supported by the Module 2 excerpts.



Teacher Script

"Choose one supported detail and design a clear writing job around it. Your direction must tell the writer what to accomplish and who will read it before you select the genre and planning strategy."

Plan (8 minutes)

Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification. Use TRAILS if the selected route is narrative.

Draft (15 minutes)

Develop the response so its content, style, register, and conventions fit the chosen reader. Do not add new story events, facts, dialogue, or survey results.

Revise (6 minutes)

Read aloud. Revise one sentence structure to clarify a relationship among ideas or actions. State the reader benefit.

Edit (5 minutes)

Check complete simple sentences for subject-verb agreement, collective nouns in context, and high-frequency spelling.

Share (5 minutes)

The partner identifies the purpose and audience and points to one choice that fits the reader. If the partner cannot identify the job, the author revises for clarity.

Teacher Script

“Partners, infer the purpose and audience from the response before looking at the PREPARE header. Authors, use any mismatch as evidence about where the response needs clearer content, style, or register.”

Success Criteria

- The PREPARE header and justification are complete.
- The response uses only supported passage details.
- The route, details, and register fit the purpose and audience.
- Revision precedes editing.
- Peer feedback names evidence, not a general compliment.

Module 2 — Auditory Engagement (Active Participation)

★ Daily Deck Slide (M2-03)

Write on the board: Pencils down during the first listening. Listen for the reason a particular detail, style, or register fits one audience better than another. Respond physically or orally first; write only after the decision is made.

Listen for the Relationship (12 minutes)

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

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

Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide."

Teacher Script

"Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it."

Teacher Script

"After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads	Expected Relationship
A personal narrative for classmates uses dialogue and reflection because the audience needs to enter the moment when thinking changes.	Purpose-to-craft relationship.
A principal-facing recommendation uses a respectful register because the audience and purpose are formal.	Audience-to-register relationship.
An informative explanation selects accurate source details because the purpose is to teach.	Purpose-to-content relationship.
A poem about rumor versus evidence may compress ideas into images and sound because the purpose is expressive.	Purpose-to-craft relationship.

HEAR Retrieval

- H — Hear the entire writing direction with pencils down.
- E — Extract the purpose and audience clues orally.
- A — Act by holding up the route card and naming the relationship.
- R — Retrieve by restating the Genre Compass without looking.

Assessment Option: Listen to justifications; Look at route cards; Collect one one-sentence reason.

Pause Points

|| Pause Point — Before Choosing a Genre (20 seconds)

Stop and think: Name topic, purpose, and audience before the route.

|| Pause Point — Look Through the Audience Lens (20 seconds)

Stop and think: What does my reader know, need, and expect?

|| Pause Point — Before Planning (30 seconds)

Stop and think: Which strategy organizes the thinking this task requires? If the route is personal narrative, where are I and L in TRAILS?

|| Pause Point — Before Drafting (30 seconds)

Stop and think: Which details and how much formality does this reader need, and which detail does it not need?

|| Pause Point — Revise before Editing (30 seconds)

Stop and think: First improve sentence structure for meaning. Then check agreement, collective nouns, and spelling.

|| Pause Point — Before Teaching (20 seconds)

Stop and think: Can the listener reconstruct Topic to Purpose to Audience to Genre to Strategy from your explanation?

Module 2 — My Progress Tracker

Teacher Script

“Use this tracker honestly. It shows what you can do independently and which preparation decision you will strengthen next.”

I Can...	Not yet	Getting set	I can do it
Name topic, purpose, and audience before choosing a genre.			
Adjust details and register to fit my reader.			
Select and justify a response route.			
Choose brainstorming, freewriting, or mapping for a reason.			
Develop a personal narrative with TRAILS, dialogue, and reflection.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

Module 2 — Teacher Closure and Reflection

★ Daily Deck Slide (M2-12)

Write on the board: Writers adjust genre, details, craft, style, register, and conventions when the purpose or audience changes. Purpose and audience shape the writer's choices from the beginning, including which evidence to use and how the writing should sound.

Teacher Closure Script

Teacher Script

"This week you named topic, purpose, and audience; selected and justified a response genre; adjusted details and register for a reader; planned with a fitting strategy; and developed a personal narrative with TRAILS, dialogue, and reflection. Preparation makes the draft stronger."

Teacher Script

"Think back to Maya's team comparing sources about Ruth Wakefield and the Cookie Commission weighing cost, dietary needs, and different viewpoints. The same content produced different writing because the purpose and audience changed what the reader needed."

Teacher Script

"Turn to a partner and teach the chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name one way you would change your details or register for a different reader."

Module Overarching Statement — Synthesis

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

✓ Module Essential Question — Answered

A writer names the writing job first, selects the response genre and planning strategy that fit, adjusts details and register for the reader, develops the response with the route's tools, revises structure, edits conventions, and explains the decision with evidence.

Artifacts of Effectiveness

- Day 1 source-versus-response explanation
- Day 2 Same Topic, Different Job recording and changed-route reason
- Day 3 PREPARE header, TRAILS plan, draft, structural revision, and edit
- Day 4 evidence-based award and precise target
- Day 5 Author-Educator Card, listener restatement, and fresh recall
- Student progress tracker and intervention/enrichment rechecks

Teacher Reflection

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

Which students adjust details and register for the reader instead of changing only a greeting?

Which students develop I and L in TRAILS with reflection instead of listing events?

Which artifacts show that revision changed structure before editing?

What intervention or enrichment evidence will shape Module 3?



Virtual Classroom Adjustment for Remote Learners

Post the six Same Topic, Different Job cards on a shared slide with seven route zones. Students use chat to submit T/P/A/G/S for Topic, Purpose, Audience, Genre, and Strategy, then explain one choice orally in breakout pairs. Display both Medium-Stamina passage excerpts in view-only form and provide separate digital copies for TRACKS highlighting. For independent work, use a five-field PREPARE header and TRAILS table; students annotate the sentence they revised and the conventions they edited. Use reaction icons for response-card checks, audio recording for preproduction or beginning speakers, and a short video or live teach-back for Day 5. Keep the same purpose-audience reasoning and independent writing expectations.

MODULE

3

Choose the Route and the
Planning HABIT

Week 3 • High Stamina • Cookie Mystery + Cookie Commission

Module 3: Choose the Route and the Planning Strategy

Week 3 - High Stamina - Cookie Mystery + Cookie Commission

Prepared Writers Choose Both the Genre and the Plan

Teacher Script

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

Why This Module Matters

Students use the complete preparation sequence: name the writing job, choose the genre, choose a planning strategy, justify both decisions, and then draft. They compare brainstorming, freewriting, and mapping as purposeful tools rather than required worksheets. Personal narrative remains the formal application, with sentence-structure revision and Grade 5 editing foundations embedded after drafting.

Module Passage Set — High Stamina

Two fiction passages anchor this module: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." Both use the cumulative High-Stamina instructional excerpts supplied for Module 3. Cookie Mystery now follows both the history investigation and the missing-cookies investigation to the whiteboard evidence chart, and Cookie Commission now weighs cost, dietary needs, a second survey, disagreement, and a compromise the class can accept.

Module Independent Product

Plan and write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice. Select a planning strategy that fits your experience, justify the choice, and revise at least two sentences for stronger structure.

Module Overarching Statement

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

Module Essential Question

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

★ Daily Deck Slide (M3-01)

Write on the board: PREPARE - Module 3 - High Stamina - Cookie Mystery + Cookie Commission. Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

Module 3 — Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question, and gives one simple way to help.

This Week at a Glance

- Big skill: choosing a response genre AND a planning strategy — brainstorm, freewrite, or map — that fit the writing job.
- Reading: the High-Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission."
- Writing: a personal narrative about a time gathering information, listening to another viewpoint, or checking evidence changed a choice.

One Question to Ask at Home

Teacher Script

"When you have to write something, what helps you organize your thinking first — a quick list, writing to discover ideas, or a map?"

One Way to Help

Talk about how the class checked the cafeteria order sheet before blaming anyone, and how the Cookie Commission gathered evidence before recommending a plan. Ask which planning tool would help organize that thinking.

Family Letter

Dear Families,

This week your child continues our fifth-grade PREPARE unit. Writers first identify the writing job — topic, purpose, and audience — then choose a response genre and a planning strategy that organizes the thinking the genre requires. Students compare three planning tools: brainstorming to generate options quickly, freewriting to discover thinking, and mapping to organize relationships.

We are reading High-Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." In these passages, the class compares several sources about Ruth Wakefield and also investigates the missing cafeteria cookies, discovering that the shortage came from a prediction, not a theft. The Cookie Commission weighs cost, dietary needs, and different viewpoints before reaching a compromise. The formal writing product is a personal narrative about a time gathering information or checking evidence changed a decision.

At home, ask: "What is the writing job, and which planning tool would help organize it?" Then talk about how a quick brainstorm, a freewrite, or a map each helps a different kind of thinking. This conversation helps your child plan on purpose before drafting.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija continúa nuestra unidad PREPARE de quinto grado. Los escritores primero identifican el trabajo de escritura — el tema, el propósito y el público — y después eligen un género de respuesta y una estrategia de planificación que organice el pensamiento que el género requiere. Los estudiantes comparan tres herramientas de planificación: la lluvia de ideas para generar opciones con rapidez, la escritura libre para descubrir ideas y el mapeo para organizar relaciones.

Leemos fragmentos de resistencia alta de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." En estos pasajes, la clase compara varias fuentes sobre Ruth Wakefield y también investiga las galletas que faltaban en la cafetería, y descubre que la escasez vino de una predicción y no de un robo. La Comisión de Galletas considera el costo, las necesidades alimentarias y distintos puntos de vista antes de llegar a un acuerdo. El producto formal es una narración personal sobre una vez en que reunir información o comprobar la evidencia cambió una decisión.

En casa, pregunte: "¿Cuál es el trabajo de escritura y qué herramienta de planificación ayudaría a organizarlo?" Después conversen sobre cómo una lluvia de ideas rápida, una escritura libre o un mapa ayudan a organizar distintos tipos de pensamiento. Esta conversación ayuda a su hijo o hija a planificar a propósito antes de redactar.

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

Module 3 — Family Conversation Starters

- What is the writing job, and which planning tool fits it best?
- When does a quick brainstorm help more than a map?
- How did the class use evidence to solve the missing-cookies mystery?
- Why is there no single "best" planning strategy for every writing job?

At-Home Connection Card 1 — Pick the Planning Tool

Choose one small writing job (a thank-you note, a story, directions). Decide whether a brainstorm, a freewrite, or a map would organize it best, and explain the reason.

At-Home Connection Card 2 — Preparation Retrieval

Without looking at notes, reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Then explain why the planning strategy has to match the thinking the genre requires.

Module 3 — Lesson Overview and Standards

Lesson Overview

Module 3 adds the planning-strategy decision to genre selection. Students use the two High-Stamina cookie passages to choose a response genre and then a planning tool — brainstorm, freewrite, or map — that organizes the thinking that genre requires. They plan a personal narrative with TRAILS, revise sentence structure, and edit complete simple sentences for subject-verb agreement, collective nouns, and high-frequency spelling.

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

Writing TEKS for This Module

TEKS	Student Expectation (verbatim Grade 5 breakout)
11(A)(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft
11(C)(i)	revise drafts to improve sentence structure
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including collective nouns
11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible

- Students name topic, purpose, and audience and select a genre and a planning strategy before completing a planning product.
- Students compose personal narrative writing using TRAILS, purposeful narrative craft, varied sentences, and audience-aware details.
- Students revise a sentence's structure on their own draft, not only in isolation.
- Students edit agreement, collective nouns, and high-frequency spelling in context, and explain their genre and strategy choices aloud and in writing.

★ Daily Deck Slide (M3-02)

Write on the board: Read the High-Stamina cookie excerpts to trace how ideas grow as characters gather evidence, compare viewpoints, and revise decisions. Notice which ideas belong in a brainstorm, which relationships are easier to map, and which moments become clearer through freewriting. Collect only details that help you make a later writing decision. Do not copy every sentence.

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

These are only the standards listed for Prepare in the Grade 5 Teach BIG Scope and Sequence, grouped in the four required categories.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

ELPS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

Language Domains

Domain	Language Objective	Evidence in This Module
Listening	Listen for the relationship among purpose, audience, and craft.	Students label why a detail, style, or register fits one audience better than another.
Speaking	Justify genre, detail, and register with topic, purpose, and audience.	Students defend Genre Route Relay choices and teach the decision chain.
Reading	Read fiction excerpts to collect reusable, audience-flexible details.	Students mark TRACKS evidence in both High passages.
Writing	Record a PREPARE header, TRAILS plan, audience-aware narrative, revision, and edit.	Students complete the independent product and standards check.

Linguistic Accommodations Matched to the Objectives

Proficiency Level	Listening and Speaking Support	Reading and Writing Support	Matched Language Objective
Preproduction	Point to picture/word cards for purpose, audience, register, and craft; rehearse with a partner.	Match a passage detail to a reader and copy the route word.	Identify one audience or purpose clue and select a route nonverbally.
Beginning	Use the frame "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header with a word bank.	Name purpose and audience in short phrases.
Intermediate	Use the frame "This detail fits _____ because _____."	Write one justification sentence and a TRAILS note.	Explain a genre and detail choice with one purpose-audience reason.
High-Intermediate	Compare two readers before choosing details and register.	Draft varied sentence types and revise one for a clearer relationship.	Justify and revise using content-area vocabulary and grammatical structures.
Advanced	Lead a respectful challenge and restate another writer's reasoning.	Independently plan, draft, revise, edit, and teach the decision chain.	Adapt content, style, register, and conventions for purpose and audience.

Module 3 — Learning Destination

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can choose a planning strategy — brainstorm, freewrite, or map — that fits the thinking my genre requires.
- I can justify both my genre and my planning strategy with a clear reason.
- I can revise at least two sentences to improve sentence structure before editing.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will match my planning tool to the writing job instead of using the same worksheet every time.
- I will prove my choices with topic, purpose, and audience.

Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- My one-sentence justification explains why the route and the plan fit the job.
- My TRAILS plan develops an important moment, dialogue, reflection, and a lasting effect.
- My revision improves sentence structure, and my editing checks required conventions.

Evidence of Mastery

- Genre Route Relay reasoning and recording sheet.
- Independent PREPARE header, TRAILS plan, and audience-aware draft.
- Standards application check and Day 5 author-educator explanation.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

The teacher may reread, provide anchor charts and sentence frames, and accept oral rehearsal. The teacher may not name the genre, purpose, audience, detail, or register choice for the student. Students must make and justify the decision and draft independently.

Rigor and Cognitive Demand

Cognitive Demand	Student Work	Independence	Evidence
Recall	Name the topic and both sources as fiction.	Supported	Correct source genre and topic.
Skill/Concept	Match a writing job and a reader to a response route.	Guided, then collaborative	Genre Route Relay placement.
Strategic Thinking	Justify genre, details, and register using purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach an audience-aware personal narrative.	Independent	Draft, standards check, and teach-back.

Teacher-Misconception Self-Correct Chart

Teacher Misconception	Self-Correct Move
Audience means changing only a greeting or one word.	Model changing details, register, and craft for a new reader.
A correct genre label proves mastery.	Require the words purpose and audience in the reason.
The fiction passages make narrative the only valid route.	Present several writing jobs from the same cookie detail.
Editing can replace revision.	Require a structural revision before the conventions check.

Student-Misconception Reteach Chart

Student Misconception	Teacher Look-For	Reteach Move
Changing audience means changing only the greeting.	Register and details stay the same for every reader.	Compare a friend opening and a principal opening from the same content.
A genre name is enough.	No topic-purpose-audience reason.	Use the justification frame before the point counts.
Narrative is a list of events.	No important moment, dialogue, or reflection.	Return to I and L in TRAILS and add reflection.
The most popular option is automatically the recommendation.	Student ignores cost, dietary needs, and other viewpoints.	Reread how the commission weighs more than the 44 percent survey result.

Module 3 — Thinking Levels

Level	Color	Student Thinking	Module 3 Task
Level 1	Red	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Connect route and details to purpose and audience.	Defend a Genre Route Relay decision.
Level 4	Green	Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 5	Blue	Reflect, transfer, and teach.	Explain how changing the audience changes details and register.

From Recall to Extended Thinking

Thinking Stage	Student Action	Teacher Evidence
Recall	Identify topic and reading genre.	Accurate labels.
Skill	Categorize tasks by response route and reader.	Correct sort with a clue.
Strategic	Connect purpose, audience, genre, detail, and register.	Defensible justification.
Extended	Create, revise, edit, and teach.	Independent product and transfer explanation.

Teacher Script

“Prepared writers move from naming the source to explaining the job, choosing a route and its details for a reader, developing the response, and teaching why the decision works.”

Module 3 — Vocabulary

Teacher Script

"We will use everyday words, academic writing words, and passage-specific words to explain how a writer chooses a genre and a planning strategy."

Teacher Script

"When you hear a word you know, connect it to today's planning decision. When you hear a new word, listen for the example, rehearse the word with me, and then use it in the frame."

Teacher Script

"Turn to a partner and complete this thought: A strategy is a planning tool, and the best tool is the one that organizes the thinking the writing job needs."

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Passage-Based Oral Frame
cookie	a small baked treat	The missing cookies ____.
team	a group working together	Maya's team ____.
search	to look carefully for information	Their first search ____.
clue	a piece of information that helps solve a problem	The first clue was ____.
chart	a picture that organizes information	Ms. Ruiz pointed to a chart that ____.
order	a request for a set amount of something	The order sheet showed ____.
question	a sentence that asks for information	Mrs. Delgado wrote a ____.
plan	a set of steps decided ahead of time	My plan is to ____.
choice	one option a person picks	The best choice is ____.
reason	why a person makes a decision	My reason for this route is ____.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Module Oral Frame
strategy	a planning tool a writer chooses on purpose	The strategy that fits this job is ____.
mapping	organizing ideas and their relationships visually	Mapping helps me show ____.
sequence	the order in which events or ideas happen	The sequence of the investigation was ____.
relevant	closely connected to the writing job	A relevant detail here is ____.
transition	a word or phrase that connects ideas	I used the transition ____.
credibility	how trustworthy a source or claim is	The source's credibility improved when ____.
survey	a set of questions used to gather opinions	The class survey showed ____.
recommendation	a supported suggestion about what should be done	The commission's recommendation was ____.
collective noun	a word naming a group, such as class or team	The collective noun in my sentence is ____.
revise	to change writing to make the meaning stronger	I revised my sentence to ____.

Tier 3 Vocabulary — Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
Ruth Wakefield	rooth WAYK-feeld	the experienced baker connected to the chocolate chip cookie	Ruth Wakefield's recipe ____.
Toll House Inn	tohl hows in	the inn where the cookie recipe was developed	At the Toll House Inn, ____.
Nestlé	NESS-lay	the chocolate company that became connected with the cookie	The cookie became connected with Nestlé because ____.
deliberate	dih-LIB-er-it	done on purpose and carefully, not by accident	The creation was deliberate because ____.
evidence	EV-uh-dens	facts that support or test a claim	The evidence showed ____.
reliable	rih-LY-uh-bul	able to be trusted or depended on	A reliable source is one that ____.
Genre Compass	ZHAHN-ruh KUM-pus		The Genre Compass begins with ____.
TRAILS	traylz	a narrative-planning framework for developing an experience	TRAILS helps a writer develop ____.
brainstorm	BRAYN-storm	to generate many options quickly before choosing	I brainstormed ____.
freewrite	FREE-ryt	to write continuously to discover thinking	Freewriting helped me discover ____.

Teacher Resource

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

Module 3 — Background Knowledge and Teacher Context

Teacher Script

“Both cookie passages are fiction, and both give us content worth studying. This week we ask a planning question: once you know the genre, which tool — brainstorm, freewrite, or map — best organizes the thinking that job requires?”

Both Module 3 sources are fiction and continue from Modules 1-2. In the High-Stamina "Cookie Mystery," the class compares several sources about Ruth Wakefield and the Toll House Inn AND investigates the missing cafeteria cookies, learning from the order sheet that only twenty-seven students had selected fruit cups, so the shortage came from a prediction rather than a theft. In the High-Stamina "Cookie Commission," the class weighs survey percentages, cost, dietary needs, and competing viewpoints, hears from the school nurse, conducts a second survey, and reaches a compromise the class can accept.

More Background for the Teacher

The source genre supplies content and craft to notice; it does not determine the response genre. The same cookie details can support a narrative, informative explanation, opinion, argument, correspondence, poem, or inquiry when the purpose and audience change. In Module 3, students go further and choose a planning strategy that fits the thinking the selected genre requires. Brainstorming generates options quickly, freewriting discovers thinking through continuous writing, and mapping organizes relationships visually. There is no universal best tool; the evidence is whether the strategy helps this writer organize this job.

The Genre Compass is Topic to Purpose to Audience to Genre to Planning Strategy. For the formal personal-narrative application, TRAILS develops Topic/Experience, Relationships, Actions/Thoughts/Dialogue, Important Moment, Lesson/Lasting Effect, and Setting, with reflection that helps the audience understand why the moment mattered.

Module 3 — Materials and Teacher Preparation

Module at a Glance

Day	GRADUATE Phase	Main Work	Evidence
1	Gather / Reveal	Reveal how choosing a planning strategy is part of genre preparation.	Oral route and strategy reasons.
2	Attempt	Play Genre Route Relay.	Defended task-card decisions.
3	Discuss / Use	Resolve misconceptions; plan and draft independently.	PREPARE header, TRAILS plan, draft.
4	Award / Target	Locate growth evidence and name a precise target.	Award statement and next action.
5	Explain	Teach the complete decision chain and plan.	Author-educator card and fresh recall.

Anchor Charts to Create

- Complete Preparation Route: Topic -> Purpose -> Audience -> Genre -> Strategy
- Brainstorm: generate options quickly
- Freewrite: discover thinking through continuous writing
- Map: organize relationships visually
- Sentence-Structure Revision: vary length and type without changing the core meaning

Materials

- High-Stamina instructional excerpts from Cookie Mystery and Cookie Commission
- Genre Route Relay cards
- Brainstorm / Freewrite / Map strategy cards
- Topic / Purpose / Audience triads and Planning Route decision sheets
- TRAILS planners, interactive notebooks, a timer, sticky notes, and revision strips

Preparation Checklist

- Print and separate the six game cards and route labels.
- Prepare High-Stamina passage copies for unmarked reading and TRACKS highlighting.
- Post the independent prompt as a sentence command.
- Prepare the five-level language supports without changing the cognitive target.
- Keep the remote-learning adjustment last in the module.

Module 3 — Tiny Times Transition

A Tiny Time is a zero-material movement routine under one minute. This routine is unique to Module 3 and rehearses the Audience Lens during transitions.

This Module's Tiny Time: Reader Switch (1 minute)

Teacher Script

"Tiny Time! Point to your head for what the reader KNOWS, to your ear for what the reader NEEDS, and open both hands for what the reader EXPECTS."

How to run it:

- Name one reader: a best friend, then a principal.
- Students perform the three motions as the class names one thing that changes for that reader.
- Students whisper "casual" for the friend and "formal" for the principal at the register step.
- Repeat with a school visitor, then transition quietly.

No materials are needed. Keep the pace under one minute so the routine energizes rather than interrupts instruction.

Module 3 — The DOT Reading Habit

The DOT Reading Habit (3 minutes)



Teacher Script

“Strong readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop.”

Step	Student Action
D — Dot	Place a small dot above an unfamiliar word.
O — Discover	Determine the meaning during reading and discussion.
T — Drop	Erase the dot after the meaning is understood.



Daily Deck Slide

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

Apply DOT to High-passage words such as deliberate, credibility, sequence, evidence, and reliable without interrupting the first read for lengthy definitions.

Module 3 — Purpose, Audience, and the Craft of Narrative

Teacher Script

“A source passage does not choose your response genre, and it does not choose your details either. Your purpose and your audience do. First make the genre decision; then choose the details, craft, and register that fit your reader.”

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives content. The writing direction gives the job.

Teacher Script

“Trace the compass with me. Name what the writing is about, name what the writing must do, picture who will read it, choose the genre that can do that job, and then select a planning strategy that organizes the needed thinking.”

The Response Ecosystem — Seven Routes

Teacher Script

“These seven routes are choices, not a guessing game. As we read each route, listen for the purpose it serves and picture the reader who needs it.”

Route	Choose It When the Purpose Is To...	Cookie-Passage Application
Narrative	let an audience experience a change or discovery	Show Maya's team learning that the most exciting story is not always the most accurate.
Informative	explain or teach information	Explain how comparing several sources makes a claim more reliable.
Opinion	state and support a judgment	Judge which lesson from the passages is most useful for fifth graders.
Argumentative	defend a claim with reasons and evidence	Defend the fairest way a school should choose Friday treats.
Poetry	express an idea through poetic craft	Express how one rumor or one piece of evidence spreads outward.
Correspondence	communicate directly with one reader	Write to a principal requesting permission to survey students.
Research / Inquiry	investigate a question using sources	Investigate the history of the chocolate chip cookie using more than one source.

The Audience Lens

Teacher Script

“Before you choose details, look through the Audience Lens. Ask what your reader already KNOWS, what your reader NEEDS, and what your reader EXPECTS. Those three answers change your details and your register.”

Reader Question	What It Decides
What does the reader KNOW?	Which background you can leave out and which you must add.
What does the reader NEED?	Which details, examples, and evidence to include.
What does the reader EXPECT?	How formal your register and conventions should be.

Narrative Craft for a Real Audience

Teacher Script

“A personal narrative is not a list of events. Choose scene, actions, thoughts, dialogue, and reflection because your classmates need to experience the moment your thinking changed.”

Craft Move	What It Does for the Reader
Scene	Places the reader in the time and setting.
Actions	Shows what happened instead of summarizing it.
Thoughts	Reveals what the writer was thinking at the turning point.
Dialogue	Lets the reader hear the exact words that mattered.
Reflection	Explains why the important moment still matters.

The Register Continuum

Teacher Script

“Register is how formal the writing sounds. A message to a best friend and a message to a principal can share the same facts but sit at different points on the register continuum.”

Informal for a friend or classmate ---- Balanced for a general reader ---- Formal for a principal or decision maker.

The PREPARE Decision — Six Steps

Teacher Script

“I will model the decision aloud in order. Your job is to listen for the moment when purpose and audience make one response, and one set of details, stronger than the others.”

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 brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience with audience-aware craft.

TRAILS — Narrative Anatomy



Teacher Script

“TRAILS keeps a personal narrative from becoming a list. The important moment shows what changed, and the reflection tells classmates why that change matters.”

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

Module 3 — TRACKS: Reading the Passages for Evidence

Students first read each High-Stamina passage normally. The renderer then prints each passage again with the exact-substring TRACKS highlights supplied in `prepare_g5_m3_tracks.json`.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What to Look For	Highlight Color
T	Time	Ages, dates, eras, sequence, or time details.	Pastel Green
R	Reactions	Reactions, effects, solutions, or resolutions.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names or major concepts central to meaning.	Pastel Yellow
K	Key Knowledge	Important meaning not captured by another category.	Pastel Orange
S	Scenery / Setting	Place details measured through the senses.	Pastel Green

Teacher Script

“As we TAP the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose and more than one reader.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 1 — The Great Chocolate Chip Cookie Mystery

- [1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- [2] “What do you mean, gone?” Maya asked. “The cookies.” Jordan pointed dramatically at an empty silver tray. “Every last one.” Behind them, the lunch line stopped moving. “No cookies?” someone whispered.
- [3] “But the menu said chocolate chip cookies!” another student cried. Within thirty seconds, the investigation had already gone completely out of control. “I heard sixth grade took two each,” said Eli. “My brother’s in sixth grade,” Maya replied.
- [4] “He wouldn’t waste his time stealing cookies. He has other hobbies.” “I heard the teachers get the extras,” said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.
- [5] “Interesting,” she said. “And where exactly did you hear that?” Jordan paused. “From Eli.” Everyone looked at Eli. Eli shrugged.
- [6] “I heard Jordan say it yesterday.” Mrs. Delgado smiled. “Excellent. We have now discovered a source that cites itself.” Nobody seemed to know what that meant, but it did not sound good for Jordan’s investigation.
- [7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.
- [8] “Chocolate chips are not dangerous,” Maya said. “You don’t know that.” “I’ve eaten approximately eight thousand of them.” “That actually might prove my point.” Maya sighed. Then Eli leaned forward. “Did you know chocolate chip cookies were invented by accident?” That got everyone’s attention.
- [9] “What?” Maya asked. “Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn’t.
- [10] Boom. Chocolate chip cookie.” “Where did you learn that?” Maya asked. Eli thought for a moment. “My cousin told me.” “The cousin who told you sharks can smell a cheeseburger from twelve miles away?” “Different conversation.” Mrs.
- [11] Delgado, who had been listening from the end of the table, pulled up a chair. “You know,” she said, “this is becoming a very useful lunch.” “We have no cookies,” Jordan replied. “I strongly disagree.” “You have something even better.” Jordan looked suspicious. “Is it brownies?” “You have a mystery.” That afternoon, Mrs.
- [12] Delgado wrote two questions on the board. 1. What happened to today’s chocolate chip cookies? 2.
- [13] How was the chocolate chip cookie actually invented? “We are going to investigate both,” she announced. Jordan raised his hand. “Can we investigate while eating

replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams.

[14] Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.

[15] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.

[16] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed.

[17] "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[18] Mrs. Delgado walked over. "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs.

[19] Delgado smiled. "That is worth remembering." Meanwhile, another team investigated the missing cafeteria cookies. Their first clue came from the cafeteria manager, Ms. Ruiz.

[20] "No one stole anything," she said, laughing. "That's exactly what someone involved in a cookie theft would say," Jordan whispered. Maya elbowed him. Ms.

[21] Ruiz showed them the order sheet. The cafeteria normally prepared 180 desserts for the fifth-grade lunch period. Recently, however, the school had started offering two dessert choices on Fridays: fruit cups and cookies. The cafeteria staff had expected about half of the students to choose each option.

[22] "What actually happened?" Maya asked. Ms. Ruiz pointed toward a chart. Only twenty-seven students had selected fruit cups.

[23] Nearly everyone else had wanted cookies. "So there weren't fewer desserts," Eli said. "There were fewer cookies," Maya corrected. "Because you predicted more people would choose fruit," Jordan said.

[24] "Exactly." Jordan stared at the numbers. "So sixth grade didn't steal them?" "No." "The teachers didn't eat them?" "No." "The principal doesn't have a secret cookie vault?" Ms. Ruiz laughed. "Not that I know of." When the class returned to the room, each team shared its findings.

[25] Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies. Teachers got the extras. Chocolate chips might be dangerous.

[26] The principal has a cookie vault. Mrs. Delgado crossed out the last two before anyone could argue. Under WHAT WE THOUGHT, they listed their assumptions.

[27] Under WHAT THE EVIDENCE SHOWED, they wrote: The cafeteria predicted that more students would choose fruit cups than actually did. Then Maya added: The famous “accidental invention” story about the chocolate chip cookie may leave out important details.

Student Annotation Guide — The Great Chocolate Chip Cookie Mystery

T — Time

By 11:42 on Friday morning; during the 1930s

R — Reactions

staring through the cafeteria serving window; Maya sighed

A — Actions

pointed dramatically at an empty silver tray; theories multiplied

C — Character/Concept/Creature

Jordan; Mrs. Delgado; Ruth Wakefield; the cafeteria manager, Ms. Ruiz

K — Key Knowledge

We have now discovered a source that cites itself; chocolate chip cookies were invented by accident; They compared several sources instead of stopping after the first one; the creation was more deliberate than the popular; prepared 180 desserts for the fifth-grade lunch period; Only twenty-seven students had selected fruit cups; The cafeteria predicted that more students would choose fruit cups

S — Scenery/Setting

cafeteria serving window; Toll House Inn in Massachusetts

TRACKS EVIDENCE HIGHLIGHTING — The Great Chocolate Chip Cookie Mystery

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PASSAGE 2 — The Fifth-Grade Cookie Commission

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

[3] "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION. The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.

[4] "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.

[7] "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

[11] "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation. Frozen

treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[13] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[14] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[15] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[16] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[17] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question—What dessert should we serve?—had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[18] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[19] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[20] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed. “But fifty-six percent chose something other than cookies.” Trevor raised his banana-shaped campaign sign. “Democracy has spoken.” “Nobody knows what your party believes,” Maya told him.

[21] “Potassium.” Mrs. Delgado called the class together. “You seem to have reached the most important part of the assignment.” “Dessert?” Jordan asked. “Disagreement.” Everyone groaned.

[22] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.” The students reviewed everything they had collected.

[23] The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information.

[24] The nurse explained health and allergy concerns. Students shared different viewpoints. Finally, Maya drew a chart. “What if we rotate the Friday treat,” she suggested, “but every Friday includes an alternative for students who can’t or don’t want to eat the main dessert?” Sofia leaned closer.

[25] “So cupcakes could still happen?” “Yes.” “Cookies?” “Yes.” Trevor raised his hand.

"Bananas?" "Unfortunately, yes." Trevor celebrated. Eli added another idea. "What if the cafeteria posts the next month's choices ahead of time and students vote before Ms.

[26] Ruiz orders everything?" Ms. Ruiz, who had returned for the discussion, nodded. "That would give me better information." Jordan studied the proposal. "So cookies wouldn't win every week." "No," Maya said.

[27] "But they would still appear regularly?" "Yes." "And nobody gets left out?" "That's the goal." Jordan sighed. "I accept democracy." On Friday, the Cookie Commission presented its recommendation to Principal Bennett. Their proposal included: - a rotating Friday treat; - a safe alternative each week; - a monthly student preference survey; - estimated costs; - and a system for Ms.

Student Annotation Guide — The Fifth-Grade Cookie Commission

T — Time

On Monday morning

R — Reactions

Eli looked genuinely confused; The results surprised almost everyone; He quietly crossed out the word ALL; I accept democracy

A — Actions

You surveyed students; The Cookie Commission began with a survey; Maya examined the numbers; conducted a second survey; rotate the Friday treat

C — Character/Concept/Creature

Principal Bennett; Cookie Commission; the school nurse

K — Key Knowledge

gather information, consider cost and student needs, hear different viewpoints; Chocolate chip cookies received 44 percent of the vote; more than half the students voted for something else; students with food allergies and dietary restrictions; This time students could explain their reasoning; every Friday includes an alternative

S — Scenery/Setting

Mrs. Delgado's classroom

TRACKS EVIDENCE HIGHLIGHTING — The Fifth-Grade Cookie Commission

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[22] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.” The students reviewed everything they had collected.

[23] The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information.

[24] The nurse explained health and allergy concerns. Students shared different viewpoints. Finally, Maya drew a chart. “What if we rotate the Friday treat,” she suggested, “but every Friday includes an alternative for students who can’t or don’t want to eat the main dessert?” Sofia leaned closer.

[25] “So cupcakes could still happen?” “Yes.” “Cookies?” “Yes.” Trevor raised his hand.

"Bananas?" "Unfortunately, yes." Trevor celebrated. Eli added another idea. "What if the cafeteria posts the next month's choices ahead of time and students vote before Ms.

[26] Ruiz orders everything?" Ms. Ruiz, who had returned for the discussion, nodded. "That would give me better information." Jordan studied the proposal. "So cookies wouldn't win every week." "No," Maya said.

[27] "But they would still appear regularly?" "Yes." "And nobody gets left out?" "That's the goal." Jordan sighed. "I accept democracy." On Friday, the **Cookie Commission** presented its recommendation to **Principal Bennett**. Their proposal included: - a rotating Friday treat; - a safe alternative each week; - a monthly student preference survey; - estimated costs; - and a system for Ms.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Plan a first draft by selecting a genre for a topic, purpose, and audience using a range of strategies.
TEKS 12(A)(i)	Compose literary texts using genre characteristics.
ELPS 4(F)(i)-(iii)	Write to narrate, describe, explain, respond, or justify with appropriate content, style, and register for a purpose.

Day 1 Purpose

Students reveal how choosing a planning strategy is part of genre preparation.

★ Daily Deck Slide (M3-04)

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

G — Gather: Fast Response Contrast (8 minutes)

Teacher Script

"Today we are learning what strong writers do before the first draft begins. A source passage does not choose your response genre for you. Your writing job does."

Teacher Script

"We will use the same two passage families to practice more than one response route, and this week we also choose the planning strategy that organizes the thinking each route needs."

Read each source-based direction. Students show a route card and a strategy card, then justify orally.

- Develop a true experience with an important moment. Expected route: Narrative + freewrite or map.

- Organize several connected facts about the history of the chocolate chip cookie and source reliability. Expected route: Informative + map.
- Generate several possible reasons before selecting the strongest recommendation for a school choice. Expected route: Opinion/argumentative + brainstorm.

Assessment Option: Listen for route and strategy reasoning; Look at response cards; Collect one spoken reason on a class checklist.

Teacher Script

"I am listening for reasoning, not just the correct card. Begin with the purpose, name the audience, choose the route, and then explain why your planning strategy organizes that thinking."

R — Reveal: The PREPARE Decision (12 minutes)

Reveal the six steps one at a time. Students echo the decision words, then reconstruct the chain without notes.

Teacher Script

"Now we Reveal the process hidden inside a strong start. Echo each decision word as I uncover it, then connect the words in order so the Genre Compass becomes a routine you can use independently."

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

Teacher Model Using Cookie Mystery (6 minutes)

Writing direction: Write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.

Teacher Script

"Topic is a true experience. Purpose is narrate and reflect. Audience is classmates. Genre is personal narrative. I will freewrite to uncover the change in thinking, then use TRAILS to shape the experience."

Teacher Model Using Cookie Commission (6 minutes)

Writing direction: Explain how people can check a claim before accepting it, using clear examples from the cookie passages.

 Teacher Script

"Topic is checking a claim. Purpose is explain. Audience is a younger student. Genre is informative. I will map the main idea, the source check, the evidence, and the conclusion."

Day 1 Closing (3 minutes)

Partners complete: "The response genre comes from the writing job because ____."

 Teacher Script

"Complete the sentence with a reason, not a genre label. If your answer only says the passage is fiction, return to the purpose and audience and try again."

Day 2 - Attempt the Assignment

A

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Select a genre and planning strategy for a topic, purpose, and audience.
ELPS 4(C)(i)	Write with high-frequency and content-area vocabulary.
ELPS 4(F)(v)–(viii)	Use appropriate content, style, register, and conventions for an audience.

Day 2 Purpose

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

★ Daily Deck Slide (M3-05)

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

Set Up the Game (5 minutes)

Teacher Script

“Keep the source passage available. You may refer to details, but the winning reason must address the writing job: the topic, the purpose, and the audience.”

Role	Responsibility
Reader	Read the whole writing situation without emphasizing clue words.
Decision Maker	State the proposed genre and strategy.
Evidence Speaker	Prove the choice with topic, purpose, and audience.
Checker	Compare the decision with the Response Ecosystem and invite a respectful challenge.

🔑 Genre Route Relay — Cards, Directions, and Answer Key (22 minutes)

Directions: Read each card, name the response genre, and confirm the planning route. The Evidence Speaker must name purpose and audience. The Checker awards one point only after a defensible reason.

Teacher script: "Begin each card by naming the job: what is the topic, what must the writer accomplish, and who needs the response? Choose the route and the plan only after the group can finish the sentence: This route and this plan are strongest because."

Card	Writing Job	Best Route and Answer Key
1	Write a personal narrative about a moment when you changed your mind after receiving better information.	Narrative + freewrite/TRAILS — freewriting can uncover the moment; TRAILS organizes the experience.
2	Explain three ways students can check whether a claim is reliable.	Informative + map — a map organizes categories and examples around a central idea.
3	Generate a school-choice recommendation for classmates to evaluate.	Opinion/argumentative + brainstorm — brainstorming generates possible reasons and actions before selection.
4	Write a formal request to a school administrator for permission to conduct a student survey.	Correspondence + brainstorm — a brainstorm efficiently collects request, reason, details, and audience needs.
5	Investigate one disputed or simplified story about the origin of a familiar food.	Research + map — mapping questions, sources, facts, and connections supports inquiry.
6	Write a poem about information moving from one person to another.	Poetry + freewrite — freewriting can generate images, language, and emotional associations before shaping lines.

🔑 Genre Route Relay — Cards, Directions, and Answer Key (22 minutes) (cont.)

Teacher script: "An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point."

Teacher script: "Use respectful disagreement language: I see that route. I think another route fits more strongly because the purpose or audience requires it."

Optional Challenge — Two Defensible Routes (6 minutes)

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

Teacher Script

“Do not simply rename the card. Change its purpose so a different route becomes stronger, then explain why that route and its plan now fit the job better.”

Informal Assessment: What Changed? (5 minutes)

Students record one decision they changed and complete the statement: “I changed my route from ___ to ___ because ___.”

Teacher Script

“A changed answer can show strong thinking. Record your first route, your final route, and the exact purpose or audience clue that made you keep or revise the decision.”

Day 2 Closing (2 minutes)

One group teaches a disputed card and names the clue that resolved it.

Teacher Script

“Teach us the disagreement, not just the answer. Name both possible routes, identify the clue that carried the most weight, and explain why the final route and plan fit the job better.”

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)–(ii)	Compose literary texts using genre characteristics and craft.
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(D)(i)–(iii)	Write with varied sentence lengths, types, and transitions.

Day 3 Purpose

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

★ Daily Deck Slide (M3-06)

Write on the board: Explain the writing job before defending the genre. Compare two decisions that caused disagreement. Name the clue in purpose or audience that changed the verdict. Separate source genre from response genre.

D — Discuss the Decision (10 minutes)

Teacher Script

“Cookie Mystery and Cookie Commission are both fictional narratives. That fact tells us how the sources are written, not how every response must be written.”

Teacher Script

“Use this sentence to make your reasoning visible: The passage is ___, but the response should be ___ because the writing purpose is ___ for ___.”

Students select one game card and underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision. They compare brainstorming, freewriting, and mapping and accept more than one strategy when the tool fits the thinking the task requires.

Assessment Option: Listen for the complete frame; Look for correctly marked clues; Collect

one justification.

Teacher Script

"Show me where the writing direction reveals the purpose and audience. Your marks should make your genre and strategy decision understandable before I hear the genre name."

Daily Deck Slide (M3-07)

Write on the board: Plan and write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice. Before drafting, record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification.

U — Use Independently (25 minutes)

Teacher Script

"Now you will Use the process independently. Read the complete prompt, fill in every PREPARE field, justify personal narrative for your reader, and choose a planning strategy before you begin TRAILS."

Teacher Script

"Your experience belongs to you. I may reread the prompt or ask you to point to a decision, but I will not choose the experience, genre reason, planning route, or details for you."

Independent Writing Prompt: Plan and write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice. Select a planning strategy 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 Strategy: Brainstorm / Freewrite / Map
- Justification: This route fits because _____.

TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction
T — Topic or Experience	Name the experience.
R — Relationships	Name the people, ideas, responsibilities, or connections that matter.
A — Actions, Thoughts, and Dialogue	Record precise actions and revealing thoughts or dialogue.
I — Important Moment	Identify the discovery or decision that changes the experience.
L — Lesson or Lasting Effect	State what the writer carries away.
S — Setting	Establish where and when the experience happens.

Teacher model: Plan a time you gathered information before making a decision. Compare a brainstorm with a freewrite, choose one, and explain why it better uncovers the narrative you want to tell. Stop before drafting a full response.

Teacher Script

“Watch how I plan without writing your response for you. I will name a true experience, compare a brainstorm and a freewrite, choose the tool that better uncovers the important moment, and connect that moment to a lasting effect before adding setting details.”

Conferring Cues

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

★ Daily Deck Slide (M3-08)

Write on the board: Revise two sentences to improve sentence structure. Check one complete simple sentence for subject-verb agreement. Check collective nouns. Correct high-frequency spelling.

Standards Application Check (10 minutes)

Original from the module: The class heard a rumor. The group checked the source. The team changed its conclusion.

Revision example from the module: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

 Teacher Script

"Revision changed the structure to show the relationship among the actions. Editing will now check agreement, collective nouns, and spelling without replacing the meaning."

 Teacher Script

"First combine or reshape two sentences so the reader can see how the ideas connect. After the meaning is clearer, check one convention at a time and keep the writer's intended meaning intact."

Day 3 Closing (3 minutes)

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

 Teacher Script

"Underline the sentence where your thinking changes and star the sentence whose structure you improved. Be ready to explain what each mark helps your classmates understand."

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(E)(ii)	Write content-area-specific text using grammatical structures.

Day 4 Purpose

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

★ Daily Deck Slide (M3-09)

Write on the board: Choose an award only when you can point to evidence in your plan or draft. Complete: I award myself for ___ because my work shows ___. Name the reader benefit created by the decision.

A — Award the Preparation (15 minutes)

Teacher Script

“Award is not a compliment you give yourself; it is a claim you prove. Choose one category, place your finger on the evidence in your plan or draft, and explain how that choice helped your reader.”

Award	Evidence Required
Genre Match	The genre clearly fits the purpose and audience.
Audience Lens	Details, style, or register fit the reader.
Planning Route	The strategy organized the required thinking.
TRAILS Builder	The draft develops an experience rather than listing events.
Sentence Architect	A structural revision makes meaning clearer.
Convention Checker	Agreement, collective nouns, and spelling are edited carefully.

 Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, My writing is good. Name the decision, point to the evidence, and explain the benefit."

 Teacher Script

"Use this frame: I award myself the ____ Award because I _____. This helped my reader _____."

 Daily Deck Slide (M3-10)

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

T — Target the Next Decision (12 minutes) **Teacher Script**

"Target one decision you can practice the next time you write. A useful target tells what you will do differently next time, precisely enough to guide the next writing attempt."

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

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

 Teacher Script

"Test your target by asking: Could someone see me do this? If not, revise it until the next action names exactly what you will say, mark, choose, or change."

Informal Assessment: Glow and Grow (6 minutes)

Partners point to one decision that fits the writing job and one next step. The author revises the target if it is not observable.

 Teacher Script

"Partners, point to the glow before you name it, then read the target and check whether the action is observable. Authors, revise the target when the next step is still too general."

Day 4 Closing (3 minutes)

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

 Teacher Script

"End by speaking evidence to your partner. Name what grew, name the exact next action, and listen for whether your partner can repeat your target accurately."

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)–(ii)	Compose literary texts using genre characteristics and craft.
ELPS 4(F)(i)–(viii)	Communicate with content, style, register, and conventions appropriate to purpose and audience.

Day 5 Purpose

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

★ Daily Deck Slide (M3-11)

Write on the board: Teach the chain — Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your plan or draft. Explain one revision or editing decision. Teach without reading every sentence from your notes.

E — Turn and Teach the Choice and the Craft (20 minutes)

Teacher Script

“Teaching another person is the final retrieval test. Use your work as evidence, but do not simply read the page. Make eye contact with the listener and explain your choices.”

Author-Educator Card

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

Listener Responsibilities

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

Teacher Script

"Your listener should be able to explain your decision chain after you finish. If the listener cannot explain your route, return to the point where the decision became unclear and teach it again."

Teacher Script

"Listeners, restate the writer's purpose and audience before giving feedback. Then point to one genre, TRAILS, revision, or editing choice that fits and ask for the reason behind any choice you cannot yet explain."

Fresh Recall (6 minutes)

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

Teacher Script

"Close every notebook and face away from the anchor chart. Retrieve Topic, Purpose, Audience, Genre, and Strategy in order; only after both partners commit to the chain may you check and repair it."

At-Home Connection Card (3 minutes)

Take home the Author-Educator Card. Teach a family member how the same true story would change for a friend and for a principal.

Teacher Script

"At home, show how one experience can be told two ways. Ask your listener to change the audience and predict which details and how much formality should change."

Day 5 Closing (3 minutes)

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

 Teacher Script

“Finish with a specific decision you can now make before drafting. Connect that decision to a stronger experience for your reader.”

Module 3 — Low, Medium, and High Exemplars

Passage-based model prompt: Use the High-Stamina excerpts of "The Great Chocolate Chip Cookie Mystery" to write a personal narrative showing how gathering information and checking evidence changed what the class believed about the missing cookies. These models use only events and language supported by the Module 3 excerpt.

Teacher Script

"We are studying these responses to notice decisions, not to rank writers. Listen for what each reader can understand, then use a planning strategy, TRAILS, and sentence evidence to name one precise next move."

Low Exemplar — Pink

Teacher script: "Read the low exemplar once for meaning. On the second read, notice that it names events but does not yet develop the setting, dialogue, or the moment the thinking changed."

- Student Response: "Our class investigated the missing cookies. Ms. Ruiz showed us the order sheet. The cafeteria guessed wrong."
- What Is Working: The response names the investigation and one true finding from the passage.
- Teacher Notes: The response lists events without the setting, dialogue, or the reflection that the evidence changed the class's thinking.
- What Needs Improvement: Choose a planning strategy and use TRAILS to add the classroom setting, the fruit-cup numbers, the dialogue, and the reflection that the evidence, not the rumor, explained the shortage.

Medium Exemplar — Yellow

Teacher script: "Compare this response with the first one. Point to the setting, the numbers, and the dialogue, then identify the place where the change in the class's thinking could be made clearer for the reader."

- Student Response: "Our team was sure sixth grade had taken the cookies. Then Ms. Ruiz showed us the order sheet. The cafeteria had prepared 180 desserts and expected about half of the students to choose each option, but only twenty-seven students had selected fruit cups. 'So there weren't fewer desserts,' Eli said. 'There were fewer cookies,' Maya corrected. We had blamed sixth grade before we checked the evidence."
- What Is Working: The setting, the numbers, the dialogue content, and the corrected assumption form a clear sequence.
- Teacher Notes: The response shows the investigation, but the reflection about why checking evidence mattered could be clearer.
- What Needs Improvement: Revise the ending to explain how checking the order sheet changed what the team believed.

High Exemplar — Green

Teacher script: "As I read the high exemplar, track how supported passage details build toward the moment the class's thinking changed. Name the dialogue, reflection, and sentence structures that help classmates understand why checking evidence mattered."

- Student Response: "When the cookies disappeared, I was certain sixth grade had taken them, and I said so out loud. Our team was assigned the history mystery, but another team investigated the missing cookies, and their first clue came from the cafeteria manager, Ms. Ruiz. She showed us the order sheet. The cafeteria had prepared 180 desserts and expected about half of the students to choose each option, but only twenty-seven students had selected fruit cups. 'So there weren't fewer desserts,' Eli said. 'There were fewer cookies,' Maya corrected. Back in the room, Mrs. Delgado divided the whiteboard into WHAT WE HEARD, WHAT WE THOUGHT, and WHAT THE EVIDENCE SHOWED, and under the last column we wrote that the cafeteria had predicted more students would choose fruit cups than actually did. I finally understood my own change of mind: I had repeated a rumor before I checked a single fact, and now I gather the evidence before I decide what to believe."

- What Is Working: The response uses the passage setting, the cafeteria manager, the order-sheet numbers, the dialogue, and the whiteboard columns to build toward the moment the thinking changed. Sentence structures vary, and the reflection communicates a lasting effect for classmates.

- Teacher Notes: This model plans with a strategy and develops the source-supported experience with TRAILS, keeping classmates focused on why checking evidence mattered.

Module 3 — Assessment Opportunities

Teacher Script

“This assessment asks you to make the preparation decisions you have practiced. I can reread directions and clarify routines, but the topic, purpose, audience, justification, planning, drafting, revision, and editing evidence must show your own thinking.”

Formal Assessment

Teacher Script

“Read the entire prompt before writing. Complete the PREPARE header, use TRAILS to develop the experience, draft for classmates with audience-aware craft, revise sentence structure, and then edit the required conventions in that order.”

Field	Detail
Purpose	Determine whether students independently select and justify a response genre, plan with an appropriate strategy, develop an audience-aware personal narrative with TRAILS, revise sentence structure, and edit required conventions.
Administrator	Classroom teacher during Day 3 independent use and Day 5 explanation.
Materials	Independent prompt, PREPARE header, TRAILS planner, student draft, Audience Lens chart, and editing checklist.
TEKS Breakouts	11(A)(i); 12(A)(i)–(ii); 11(C)(i); 11(D)(i), (vii), (xxix).
Task	Students complete the PREPARE header, plan and draft the assigned personal narrative, revise two sentences, edit one complete simple sentence and required conventions, then explain the decision chain.
Expected Response	A justified personal-narrative selection for classmates, a complete TRAILS plan, a developed experience with an important moment, dialogue, reflection, and a lasting effect, a structural revision, accurate editing, and an oral explanation grounded in purpose and audience.

Formal Assessment Rubric

Teacher Script

"Use the rubric as a map before you submit. Point to evidence for each criterion; if you cannot locate it, return to the work and make the missing thinking visible without asking someone else to choose it for you."

Criterion	Beginning	Developing	Secure
Genre Decision	Names a route without the job.	Names some job elements.	Names topic, purpose, audience, route, strategy, and a defensible justification.
Narrative Development	Lists events.	Develops some TRAILS elements.	Develops an experience with relationships, actions/thoughts/dialogue, important moment, reflection, and setting.
Audience Awareness	Uses the same details for any reader.	Adjusts one detail or word.	Adjusts details, style, and register for the intended reader.
Revision and Editing	Makes only an editing change.	Revises structure or edits, not both.	Improves sentence structure for meaning, then edits agreement, collective nouns, and high-frequency spelling.

Informal Assessment Sequence

Teacher Script

"Across the week I will listen, look, and collect different evidence. A correct genre card is a start; your purpose-and-audience reason and the decisions visible in your work show what you truly understand."

- Day 1 — Response Cards: visual evidence of source-versus-response understanding.
- Day 2 — What Changed?: written and oral evidence of reasoned route revision.
- Day 3 — Show Me Where: point to purpose, audience, important moment, and structural revision.
- Day 4 — Glow and Grow: metacognitive evidence tied to the draft.
- Day 5 — Teach the Teacher: oral retrieval and transfer.

Check the Learning

Use varied evidence rather than repeated worksheets.

Teacher Script

"These checks are short chances to show the same understanding in different ways. Whether you speak, point, sort, or write, connect the response route and its details to the purpose and audience."

Verbal — Complete the Thought (3 minutes)

Students finish: "This detail fits ___ because the purpose is ___ for ___." Listen for a purpose-audience relationship.

Visual/Physical — Response Cards (4 minutes)

Read one Genre Route Relay card. Students hold a route card and point to Topic, Purpose, Audience, and Genre on the compass before explaining.

Written — What Changed? (4 minutes)

Students complete: "I first chose ___. I changed or kept the route because the purpose and audience require ___."

Error Analysis — Find and Fix the Mistake (5 minutes)

Near-miss: "Changing the audience means changing only the greeting." Students identify the error and repair it with the Audience Lens.

Teacher Script

"Do not just label the statement wrong. Explain which Audience Lens decisions are missing, then repair the reasoning by naming what the reader knows, needs, and expects."

Assessment Option

- Listen — record one topic-purpose-audience justification.
- Look — observe the route card, sort, or marked PREPARE header.
- Collect — examine the one-sentence reason, TRAILS plan, or structural revision.

Intervention — Module 3

Teacher Script

"We will slow the decision down without changing the thinking. I will give you one writing task and just two planning strategies, and you will move a Genre card and a Strategy card into the decision chain and give one reason for each."

Reduce-the-Choices Mini-Task (10 minutes)

Reduce the planning choices to two strategies. Present one writing task and have the student physically move a Genre card and a Strategy card into a decision chain. Require one reason for each placement.

Teacher Script

"Place the Genre card first and tell me why the writing job needs that genre. Then place the Strategy card and tell me why that tool organizes the thinking this genre requires."

1. Read the writing task aloud with the student.
2. Offer only two strategy cards, such as brainstorm and map.
3. Let the student place the Genre card and give one reason.
4. Let the student place the Strategy card and give one reason.
5. Rehearse: "This genre fits because ___, and this plan fits because ___."

TRAILS Development Support (10 minutes)

If a student lists events, use only T, I, and L first: name the experience, identify the moment the thinking changed, and state the lasting effect. Add R, A, and S after the central change is clear.

Teacher Script

"Tell me the experience in one phrase. Now point to the exact moment your thinking changed and explain what stayed with you afterward; once that center is clear, we will add the relationships, actions, thoughts, dialogue, and setting that help the reader experience it."

Language and Access Supports

- Preproduction/Beginning: point, match, use a bilingual glossary, and rehearse orally.
- Intermediate: use a complete genre-and-strategy justification frame.
- High-Intermediate/Advanced: compare two planning strategies and explain which better fits the job.
- Reading support: teacher rereads the task and passage detail; cognitive demand remains route and strategy selection with justification.

Intervention Recheck (5 minutes)

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

**Teacher Script**

"This is a fresh direction, so solve it from the writing job. Name the topic, purpose, and audience aloud, choose the strongest route and plan independently, and explain the reason before checking any earlier card."

Module 3 — Embedded Checks and Student Support

Embedded Checks for Understanding

Lesson Moment	Teacher Check	Expected Response	Misconception	Immediate Response
Before route selection	"Name the topic, purpose, and audience."	All three job elements.	Student jumps to genre.	Point to the compass and restart at topic.
After route selection	"Explain why it fits this reader."	Purpose-audience justification.	"Because the passage is a story."	Present a second card with the same source and a new reader.
During planning	"Why does this strategy fit?"	Strategy-to-thinking relationship.	One tool is always best.	Compare brainstorm, freewrite, and map.
During drafting	"Show the important moment and reflection."	Developed I and L with reflection.	Event list.	Rehearse the change and its meaning orally.
During revision	"What relationship does the new structure show?"	Reader benefit from structural change.	Spelling change labeled revision.	Use the module's class/group/team model.
During editing	"Which required convention are you checking?"	Agreement, collective nouns, or spelling.	Random proofreading.	Check one convention at a time in context.

Daily Evidence Record

Student	Route + Reason	Strategy Fit	TRAILS I/L	Structural Revision	Editing	Teach-Back

Decision Rules

- If the route is correct but the reason is missing, require oral justification before moving on.
- If I and L are missing, pause drafting and rebuild the TRAILS center with reflection.
- If the student revises only conventions, require one sentence-structure change before editing.
- If all checks are secure, move to two-audience enrichment.

Enrichment — Module 3

Teacher Script

"Your challenge is to control the planning deliberately. Keep the genre fixed while you design two defensible planning routes, then decide which one would produce the stronger draft for your named audience."

Two Planning Routes, One Genre (18 minutes)

Require students to create two defensible planning routes for the same genre, compare the advantages of each, and select the route that would produce the stronger draft for the named audience.

Teacher Script

"Do not change the genre. Build two plans for it — for example a brainstorm and a map — and explain what each plan makes easier for this writing job and this reader."

1. Name the shared topic, purpose, audience, and genre.
2. Build Planning Route A and note what it organizes well.
3. Build Planning Route B and note what it organizes well.
4. Choose the route that would produce the stronger draft and justify the choice.

Compare the Planning Effect (8 minutes)

Explain how each planning strategy would shape the draft differently. A strong response names what each tool makes easier and connects the choice to the audience's needs.

Teacher Script

"Place the two plans side by side. Explain what each one organizes well, then point to the plan that best fits the thinking this genre and this reader require."

Enrichment Check

The teacher introduces one purposeful shift in audience or purpose. The student revises the planning choice and explains what must change. Mastery is a defensible decision, not a predetermined answer.

Teacher Script

"I am changing only the audience. Reconsider the writing job, decide which planning route now organizes the thinking better, and defend the plan you would use."

Module 3 — Additional Writing Opportunity: Plan to Share

Writing Prompt

Choose one detail from the High-Stamina "Cookie Mystery" or "Cookie Commission." Create a new writing job with a purpose and audience, then produce the response using only details supported by the Module 3 excerpts.



Teacher Script

"Choose one supported detail and design a clear writing job around it. Your direction must tell the writer what to accomplish and who will read it before you select the genre and planning strategy."

Plan (8 minutes)

Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification. Use TRAILS if the selected route is narrative.

Draft (15 minutes)

Develop the response so its content, style, register, and conventions fit the chosen reader. Do not add new story events, facts, dialogue, or survey results.

Revise (6 minutes)

Read aloud. Revise one sentence structure to clarify a relationship among ideas or actions. State the reader benefit.

Edit (5 minutes)

Check complete simple sentences for subject-verb agreement, collective nouns in context, and high-frequency spelling.

Share (5 minutes)

The partner identifies the purpose and audience and points to one choice that fits the reader. If the partner cannot identify the job, the author revises for clarity.

Teacher Script

“Partners, infer the purpose and audience from the response before looking at the PREPARE header. Authors, use any mismatch as evidence about where the response needs clearer content, style, or register.”

Success Criteria

- The PREPARE header and justification are complete.
- The response uses only supported passage details.
- The route, details, and register fit the purpose and audience.
- Revision precedes editing.
- Peer feedback names evidence, not a general compliment.

Module 3 — Auditory Engagement (Active Participation)

★ Daily Deck Slide (M3-03)

Write on the board: Pencils down during the first listening. Listen for the route that best matches the writing job, not the route that sounds easiest. Respond physically or orally first; write only after the decision is made.

Listen, Decide, and Defend (12 minutes)

Purpose: Students hear two possible genre/planning routes, physically choose one, defend the decision, and revise the choice when a stronger reason is offered.

Listening Target: Listen for the route that best matches the writing job, not the route that sounds easiest.

Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide."

Teacher Script

"Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it."

Teacher Script

"After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads	Expected Response
Route A: narrative + freewrite. Route B: narrative + map. Task: develop one important moment with many sensory and thought details.	Route A is usually stronger because freewriting can uncover moment-by-moment thinking; a map may still work if the writer needs relationship structure.
Route A: correspondence + brainstorm. Route B: correspondence + long story map. Task: request help from a community group.	Route A is stronger because a brainstorm can quickly list purpose, audience needs, requested action, and supporting reasons.
Route A: personal narrative + map. Route B: personal narrative + random word list. Task: show how several people and events connect to one important moment.	Route A is stronger because mapping makes relationships and sequence visible.
Route A: informative + map. Route B: informative + no plan. Task: explain how survey results, cost, and student needs shape the Cookie Commission recommendation.	Route A is stronger because any purposeful plan is preferable to beginning without organizing thought; a map could also be defended.

HEAR Retrieval

- H — Hear the entire writing direction with pencils down.
- E — Extract the purpose and audience clues orally.
- A — Act by holding up the route and strategy cards and defending the choice.
- R — Retrieve by restating the Genre Compass without looking.

Assessment Option: Listen to justifications; Look at route and strategy cards; Collect one one-sentence reason.

Pause Points

|| Pause Point — Before Choosing a Genre (20 seconds)

Stop and think: Name topic, purpose, and audience before the route.

|| Pause Point — Look Through the Audience Lens (20 seconds)

Stop and think: What does my reader know, need, and expect?

|| Pause Point — Before Planning (30 seconds)

Stop and think: Which strategy organizes the thinking this task requires? If the route is personal narrative, where are I and L in TRAILS?

|| Pause Point — Before Drafting (30 seconds)

Stop and think: Which details and how much formality does this reader need, and which detail does it not need?

|| Pause Point — Revise before Editing (30 seconds)

Stop and think: First improve sentence structure for meaning. Then check agreement, collective nouns, and spelling.

|| Pause Point — Before Teaching (20 seconds)

Stop and think: Can the listener reconstruct Topic to Purpose to Audience to Genre to Strategy from your explanation?

Module 3 — My Progress Tracker

Teacher Script

“Use this tracker honestly. It shows what you can do independently and which preparation decision you will strengthen next.”

I Can...	Not yet	Getting set	I can do it
Name topic, purpose, and audience before choosing a genre.			
Adjust details and register to fit my reader.			
Select and justify a response route.			
Choose brainstorming, freewriting, or mapping for a reason.			
Develop a personal narrative with TRAILS, dialogue, and reflection.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

Module 3 — Teacher Closure and Reflection

★ Daily Deck Slide (M3-12)

Write on the board: Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together. Preparation is a set of decisions, not a single worksheet.

Teacher Closure Script

Teacher Script

"This week you named topic, purpose, and audience; selected and justified a response genre; chose a planning strategy that organized the thinking; planned a personal narrative with TRAILS; revised sentence structure; and edited required conventions. Preparation makes the draft stronger."

Teacher Script

"Think back to the class checking the cafeteria order sheet before blaming anyone and comparing several sources about Ruth Wakefield. Strong writers gather and organize their thinking before they decide."

Teacher Script

"Turn to a partner and teach the chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name one planning tool you would choose for a different writing job and why."

Module Overarching Statement — Synthesis

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

✓ Module Essential Question — Answered

A writer names the writing job first, selects the response genre and planning strategy that fit, plans with the chosen tool, develops the response with the route's craft, revises structure, edits conventions, and explains the decision with evidence.

Artifacts of Effectiveness

- Day 1 source-versus-response explanation
- Day 2 Genre Route Relay recording and changed-route reason
- Day 3 PREPARE header, TRAILS plan, draft, structural revision, and edit

- Day 4 evidence-based award and precise target
- Day 5 Author-Educator Card, listener restatement, and fresh recall
- Student progress tracker and intervention/enrichment rechecks

Teacher Reflection

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

Which students choose a planning strategy that fits the thinking instead of using the same worksheet every time?

Which students develop I and L in TRAILS with reflection instead of listing events?

Which artifacts show that revision changed structure before editing?

What intervention or enrichment evidence will shape Module 4?



Virtual Classroom Adjustment for Remote Learners

Post the six Genre Route Relay cards on a shared slide with seven route zones. Students use chat to submit T/P/A/G/S for Topic, Purpose, Audience, Genre, and Strategy, then explain one choice orally in breakout pairs. Display both High-Stamina passage excerpts in view-only form and provide separate digital copies for TRACKS highlighting. For independent work, use a five-field PREPARE header and TRAILS table; students annotate the sentence they revised and the conventions they edited. Use reaction icons for response-card checks, audio recording for preproduction or beginning speakers, and a short video or live teach-back for Day 5. Keep the same purpose-audience reasoning and independent writing expectations.

M O D U L E

4

**Independent Genre Decision
and Transfer**

**Week 4 • Very High Stamina • Cookie Mystery + Cookie
Commission**

Module 4: Independent Genre Decision and Transfer

Week 4 - Very High Stamina - Cookie Mystery + Cookie Commission

Independent Writers Own the Whole Decision Chain

Teacher Script

"Preparation is complete when a writer can face a new task, choose a route, explain the choice, and transfer the same content into another form."

Why This Module Matters

This is the PREPARE readiness bridge. Students apply the complete Genre Decision Chain without teacher-selected answers: they analyze a new writing task, select and justify a response genre, plan with an effective strategy, draft a personal narrative, revise sentence structure, edit Grade 5 conventions, and then explain how the same content would change in another genre. Personal narrative remains the formal Grade 5 composition route, and transfer becomes the evidence of true independence.

Module Passage Set — Very High Stamina

Two fiction passages anchor this module: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." Module 4 uses the COMPLETE Very-High-Stamina versions of both passages so students synthesize evidence, source reliability, preference data, competing viewpoints, compromise, and changed thinking.

Module Independent Product

Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what you believed or decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.

Module Overarching Statement

Independent writers analyze a new task, select and justify a response genre, plan with an effective strategy, draft, revise, edit, and transfer the same content into another response form.

Module Essential Question

How does an independent writer analyze a new task, choose and justify a route, and transfer the same content into another genre?

★ Daily Deck Slide (M4-01)

Write on the board: PREPARE - Module 4 - Very High Stamina - Cookie Mystery + Cookie Commission. Independent writers analyze a new task, select and justify a response genre, plan with an effective strategy, draft, revise, edit, and transfer the same content into another response form.

Teacher Inspiration

Teacher Script

“The goal of preparation is independence: students can face a new writing situation, choose a route, explain the choice, and begin with confidence.”

Module 4 — Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question, and gives one simple way to help.

This Week at a Glance

- Big skill: independently analyzing a writing task, choosing and justifying a response genre and planning strategy, and transferring the same content into another genre.
- Reading: the complete Very-High-Stamina versions of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission."
- Writing: a personal narrative about a time evidence, new information, or another person's viewpoint changed what your child believed or decided, followed by a short explanation of how that content could become a second genre.

One Question to Ask at Home



Teacher Script

"You wrote this as a personal narrative. If you had to turn the same idea into a letter, an informative piece, or an opinion, what would you keep and what would you change?"

One Way to Help

Tell your child about a time you changed your mind after learning something new. Ask them to name the topic, purpose, and audience if they were going to write about it, then decide which genre would fit best and why. This mirrors the exact decision chain your child is practicing this week.

Family Letter

Dear Families,

This week your child completes our fifth-grade PREPARE unit by working independently. Instead of being told which genre to write, your child analyzes a new writing task, names the topic, purpose, and audience, selects and justifies a response genre, chooses a planning strategy, drafts, revises, and edits. This is the readiness bridge into the writing units that follow, so independence is the goal of every activity.

We are reading the complete versions of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." These fiction passages show students gathering evidence, checking whether a source is reliable, weighing competing viewpoints, and changing their minds when new information appears. The formal writing product is a personal narrative about a time evidence or another viewpoint changed what your child believed or decided. Then your child explains how the very same content would change if it became a different genre, such as a letter, an informative piece, or an opinion. That final "transfer" step is how we know a writer truly understands the decision chain rather than memorizing a label.

At home, ask: "If you wrote that same story as a letter or an explanation instead of a personal narrative, what would you have to change?" This conversation helps your child see that the writing job, not the passage, decides the genre, and that a prepared writer can move one idea across several forms of writing.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija completa nuestra unidad PREPARE de quinto grado trabajando de manera independiente. En lugar de que se le indique qué género escribir, su hijo o hija analiza una nueva tarea de escritura, nombra el tema, el propósito y el público, selecciona y justifica un género de respuesta, elige una estrategia de planificación, redacta, revisa y edita. Este es el puente de preparación hacia las siguientes unidades de escritura, así que la independencia es la meta de cada actividad.

Leemos las versiones completas de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." Estos pasajes de ficción muestran a estudiantes que reúnen evidencia, verifican si una fuente es confiable, comparan puntos de vista y cambian de opinión cuando aparece información nueva. El producto formal es una narración personal sobre un momento en que la evidencia u otro punto de vista cambió lo que su hijo o hija creía o decidía. Después, su hijo o hija explica cómo cambiaría ese mismo contenido si se convirtiera en otro género, como una carta, un texto informativo o una opinión. Ese último paso de "transferencia" es la manera en que sabemos que un escritor comprende de verdad la cadena de decisiones en lugar de memorizar una etiqueta.

En casa, pregunte: "Si escribieras esa misma historia como una carta o una explicación en vez de una narración personal, ¿qué tendrías que cambiar?" Esta conversación ayuda a su hijo o hija a ver que el trabajo de escritura, no el pasaje, decide el género, y que un escritor preparado puede mover una idea entre varias formas de escritura.

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

Module 4 — Family Conversation Starters

- Why does a fictional source not require every response to be a narrative?
- How do topic, purpose, and audience work together?
- Which information in "Cookie Mystery" needs checking before it is believed?
- Why does the Cookie Commission need more than the largest survey percentage?

At-Home Connection Card 1 — One Source, Two Jobs

Choose one detail from either cookie passage. Explain how the detail could support an informative explanation and a message to the cafeteria manager. Name the purpose and audience for each route.

At-Home Connection Card 2 — Genre Compass Retrieval

Without looking at notes, reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Then explain why changing the audience could change the route.

Module 4 — Lesson Overview and Standards

Lesson Overview

Module 4 is the independence and transfer module. Students read the two complete cookie passages, apply the full Writer Decision Chain without teacher-selected answers, defend genre choices during Genre Court, and independently plan and draft a personal narrative with TRAILS. They revise sentence structure, edit subject-verb agreement, collective nouns, and high-frequency spelling, and then explain how the same content could transfer into a second genre during the Genre Expert Fair.

BIG Goal: Students will independently analyze a new task, select and justify both a response genre and a planning strategy, then plan, draft, revise, edit, and explain how the content would transfer into another response form.

Writing TEKS for This Module

Writing Process TEKS

TEKS	Student Expectation (verbatim Grade 5 breakout)
11(A)(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

ELPS connection: 4(C)(i); 4(F)(i)-(iii), (v)-(vii) - write with high-frequency and content-area vocabulary and use appropriate content, style, and register for purpose and audience.

Writing Genre TEKS

TEKS	Student Expectation (verbatim Grade 5 breakout)
12(A)(i)	compose literary texts using genre characteristics
12(A)(ii)	compose literary texts using craft

ELPS connection: 4(C)(i); 4(D)(i)-(iii); 4(F)(i)-(viii) - use varied sentence lengths, sentence types, transitions, content, style, register, and conventions.

Revising TEKS

TEKS	Student Expectation (verbatim Grade 5 breakout)
11(C)(i)	revise drafts to improve sentence structure

ELPS connection: 4(D)(i)-(ii); 4(E)(ii) - vary sentence lengths and types and use grammatical structures in content-area writing.

Editing TEKS

TEKS	Student Expectation (verbatim Grade 5 breakout)
11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
11(D)(vii)	edit drafts using standard English conventions, including collective nouns
11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS connection: 4(B)(ii); 4(C)(i); 4(D)(ii); 4(E)(ii) - apply spelling, vocabulary, sentence-type, and grammatical knowledge while editing.

Where the Standards Are Visible

- Students name topic, purpose, and audience and independently select and justify a genre and planning strategy.
- Students compose a personal narrative with genre characteristics, craft, and TRAILS.
- Students revise two draft sentences to improve structure.
- Students edit agreement, collective nouns, and high-frequency spelling in context.
- Students explain how the same content would transfer into a second genre.

★ Daily Deck Slide (M4-02)

Write on the board: Read the complete Cookie Mystery and Cookie Commission passages to synthesize evidence, source reliability, preference data, competing viewpoints, compromise, and changed thinking. Gather details that could support several different response genres, and notice how the same content changes when the writing job changes.

Module 4 — TEKS and ELPS (Prepare · from the Scope & Sequence)

These are only the standards listed for Prepare in the Grade 5 Teach BIG Scope and Sequence, grouped in the four required categories.

TEKS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

ELPS — Prepare (from the Scope & Sequence)

Writing Process

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

Writing Genre

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

Revising

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

Editing

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

Language Domains

Domain	Language Objective	Evidence in This Module
Listening	Listen for purpose and audience clues in a complete writing direction.	Students label the best route after hearing the entire task.
Speaking	Justify a route with topic, purpose, and audience.	Students defend Genre Court choices and teach the decision chain.
Reading	Read fiction excerpts to collect reusable details.	Students mark TRACKS evidence in both passages.
Writing	Record a PREPARE header, TRAILS plan, narrative, revision, and edit.	Students complete the independent product and standards check.

Linguistic Accommodations Matched to the Objectives

Proficiency Level	Listening and Speaking Support	Reading and Writing Support	Matched Language Objective
Preproduction	Point to picture/word cards for topic, purpose, audience, and route; rehearse with a partner.	Match a passage detail to a route and copy the route word.	Identify one purpose or audience clue and select a route nonverbally.
Beginning	Use the frame "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header with a word bank.	Name purpose and audience in short phrases.
Intermediate	Use the frame "The best route is _____ because _____."	Write one complete justification sentence and a TRAILS note.	Explain a genre choice with one purpose-audience reason.
High-Intermediate	Compare two possible routes before defending one.	Draft varied sentence types and revise one for a clearer relationship.	Justify and revise using content-area vocabulary and grammatical structures.
Advanced	Lead a respectful challenge and restate another writer's reasoning.	Independently plan, draft, revise, edit, and teach the decision chain.	Adapt content, style, register, and conventions for purpose and audience.

Module 4 — Learning Destination

I Can Statements

- I can independently analyze a new writing task and name the topic, purpose, and audience.
- I can select and justify both a response genre and a planning strategy for that task.
- I can use TRAILS to develop a personal narrative with an important moment and lasting effect.
- I can revise sentence structure, edit conventions, and explain how the content would transfer into another genre.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will defend each genre choice with topic, purpose, and audience evidence.
- I will draft, revise, and edit independently rather than waiting for a formula.
- I will teach my complete decision chain and show how one idea can move into a second genre.

Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- My justification explains why both the route and strategy fit the assigned job.
- My TRAILS plan develops the important moment and lasting effect.
- My revision improves sentence structure, my editing checks required conventions, and my transfer note explains what would change in a second genre.

Evidence of Mastery

- Genre Court decisions defended with writing-job reasons.
- Independent PREPARE header, TRAILS plan, and drafted personal narrative.
- Standards application check, transfer note, and Genre Expert Fair teach-back.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

The teacher may reread, provide anchor charts and sentence frames, and accept oral rehearsal. The teacher may not name the genre, purpose, audience, or planning choice for the student. Students must make and justify the decision and draft independently.

Rigor and Cognitive Demand

Cognitive Demand	Student Work	Independence	Evidence
Recall	Name the topic and identify both sources as fiction.	Supported	Correct source genre and topic.
Skill/Concept	Match a writing job to a response route.	Guided, then collaborative	Genre Court placement.
Strategic Thinking	Justify the route and planning strategy using purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach a personal narrative decision chain.	Independent	Draft, standards check, and teach-back.

Teacher-Misconception Self-Correct Chart

Teacher Misconception	Self-Correct Move
The fiction passages make narrative the only valid route.	Revisit the Response Ecosystem and present several writing jobs from the same detail.
A correct genre label proves mastery.	Require the words purpose and audience in the reason.
One planner should be required for every task.	Let students justify brainstorming, freewriting, or mapping; require TRAILS for the formal narrative.
Editing can replace revision.	Require a structural revision before the conventions check.

Student-Misconception Reteach Chart

Student Misconception	Teacher Look-For	Reteach Move
The response genre must match the source genre.	"It is a story, so I must write a story."	Give the informative Cookie Commission card and rebuild the Genre Compass aloud.
A genre name is enough.	No topic-purpose-audience reason.	Use the justification frame before the point counts.
Narrative is a list of events.	No important moment or lasting effect.	Return to I and L in TRAILS.
The largest survey percentage automatically decides the recommendation.	Student ignores that more than half selected something else.	Compare 44 percent with the combined remaining choices and name what the audience needs.

Module 4 — Thinking Levels

Level	Color	Student Thinking	Module 4 Task
Level 1	Red	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Connect route to purpose and audience.	Defend a Genre Court decision.
Level 4	Green	Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 5	Blue	Reflect, transfer, and teach.	Explain how changing purpose or audience changes the response.

From Recall to Extended Thinking

Thinking Stage	Student Action	Teacher Evidence
Recall	Identify topic and reading genre.	Accurate labels.
Skill	Categorize tasks by response route.	Correct sort with a clue.
Strategic	Connect purpose, audience, genre, and strategy.	Defensible justification.
Extended	Create, revise, edit, and teach.	Independent product and transfer explanation.



Teacher Script

“Prepared writers move from naming the source to explaining the job, choosing a route, developing the response, and teaching why the decision works.”

Module 4 — Vocabulary

Teacher Script

“Use everyday words, academic writing words, and passage-specific words to explain and justify an independent genre decision.”

Teacher Script

“Rehearse each new word aloud, connect it to the cookie passages, and then use it in a complete decision sentence.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Passage-Based Oral Frame
choose	to select from options	I choose ___ because ___.
explain	to make something clear	I can explain why ___.
change	to make or become different	New information changed ___.
reason	an explanation for a choice	My reason is ___.
listen	to pay attention to what is heard	The commission listened to ___.
plan	an organized way to prepare	My plan helps me ___.
share	to communicate with others	I will share my decision with ___.
check	to examine for accuracy	The class checks ___.
viewpoint	a person's way of seeing something	Another viewpoint showed ___.
decide	to make a choice after thinking	The class decided to ___.

Tier 2 Vocabulary — Academic Writing Words

Word	Student-Friendly Definition	Module Oral Frame
synthesis	combining several pieces of information into one understanding	My synthesis of the evidence is ____.
transfer	moving the same content into a different genre or form	I could transfer this idea into ____.
justify	to explain a decision with reasons	I justify my genre choice because ____.
conventions	the standard rules of written English	I edited conventions such as ____.
revision	improving the structure or meaning of a draft	My revision changed ____.
reliability	how trustworthy a source is	The class checked reliability by ____.
evidence	facts or details that support a claim	The evidence shows ____.
consensus	general agreement reached after discussion	The commission reached consensus by ____.
decision	a choice made after weighing information	Our decision was ____ because ____.
reflection	thinking back on a choice to learn from it	My reflection is that ____.

Tier 3 Vocabulary — Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
genre	ZHAHN-ruh	a type or category of writing	The genre that fits this job is ____.
decision chain	dih-SIZH-un chayn		I used the decision chain to ____.
source reliability	sors ree-ly-uh-BIL-uh-tee	how trustworthy a source is	The team checked source reliability by ____.
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission had to ____.
compromise	KOM-pruh-myz	a solution where each side gives up something	The class reached a compromise by ____.
percentage	per-SEN-tij	a part of one hundred	The survey percentage showed ____.
TRAILS	traylz	a narrative framework for developing an experience	TRAILS helps me develop ____.
collective noun	kuh-LEK-tiv noun	a noun naming a group as one unit	The word commission is a collective noun because ____.
metacognition	met-uh-kog-NISH-un	thinking about your own thinking and choices	My metacognition note explains ____.
Response Ecosystem	rih-SPONS EE-koh-sis-tem	the connected set of genres a writer can choose among	The Response Ecosystem reminds me that ____.



Teacher Resource

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

Module 4 — Background Knowledge and Teacher Context

Teacher Script

"Both cookie passages are fiction, and both give us details worth studying. Keep that source label separate from the response genre we will choose after reading each writing direction."

Both Module 4 sources are fiction. "The Great Chocolate Chip Cookie Mystery" begins with missing cafeteria cookies, rapidly spreading claims, and a circular source: Jordan reports Eli's statement while Eli reports Jordan's. "The Fifth-Grade Cookie Commission" begins with a school treat recommendation, campaign-style preferences, survey percentages, cost information, and competing viewpoints.

More Background for the Teacher

The source genre supplies content and craft to notice; it does not determine the response genre. The same cookie details can support a narrative, informative explanation, opinion, argument, correspondence, poem, or inquiry when the purpose and audience change. Require students to name the writing job before choosing a familiar format.

The Genre Compass is Topic to Purpose to Audience to Genre to Planning Strategy. The Response Ecosystem names seven routes. For the formal personal-narrative application, TRAILS develops Topic/Experience, Relationships, Actions/Thoughts/Dialogue, Important Moment, Lesson/Lasting Effect, and Setting.

Module 4 — Materials and Teacher Preparation

Module at a Glance

Day	GRADUATE Phase	Main Work	Evidence
1	Gather / Reveal	Retrieve and independently apply the complete Writer Decision Chain.	Oral decision-chain reasoning.
2	Attempt	Play Genre Court and defend each verdict.	Defended genre-and-strategy decisions.
3	Discuss / Use	Resolve misconceptions; plan and draft a personal narrative independently.	PREPARE header, TRAILS plan, draft.
4	Award / Target	Locate growth evidence and name a precise target.	Award statement and next action.
5	Explain	Teach the decision chain and a transfer idea at the Genre Expert Fair.	Author-educator card and fresh recall.



Anchor Charts to Create

- Complete Writer Decision Chain: Topic to Purpose to Audience to Genre to Strategy
- Response Ecosystem Review
- Planning Strategy Decision Guide
- TRAILS + Personal Narrative Craft
- Revision/Edit Final Sweep

Materials

- Complete Very-High-Stamina copies of both cookie passages
- Complete Genre Decision Chain chart
- Genre Court case cards and Response ecosystem cards
- Planning strategy cards and TRAILS planners
- Revision and editing checklist, interactive notebooks, and Award/Target reflection forms
- Genre Expert Fair placards
- Colored pencils for TRACKS evidence highlighting

Preparation Checklist

- Print and separate the six Genre Court case cards and answer key.
- Prepare unmarked passage copies and TRACKS-highlighted copies with Annotation Guides.
- Post the independent prompt as a sentence command.
- Prepare language supports without changing the decision-making target.
- Keep the purple Virtual Classroom adjustment last in the module.

Module 4 — Tiny Times Transition

A Tiny Time is a zero-material movement routine under one minute. This routine is unique to Module 4 and rehearses the Genre Compass during transitions.

This Module's Tiny Time: Compass Chain (1 minute)

Teacher Script

"Tiny Time! Point forward for TOPIC, right for PURPOSE, left for AUDIENCE, down for GENRE, and make a small circle for PLANNING STRATEGY."

How to run it:

- Read one source-based job: explain the Cookie Commission survey to students who have not read the passage.
- Students perform the five motions as the class says each decision word.
- Students whisper "informative" at GENRE and "map" at PLANNING STRATEGY.
- Repeat with the cafeteria-manager correspondence card, then transition quietly.

No materials are needed. Keep the pace under one minute so the routine energizes rather than interrupts instruction.

Module 4 — The DOT Reading Habit

The DOT Reading Habit (3 minutes)



Teacher Script

“Strong readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop.”

Step	Student Action
D — Dot	Place a small dot above an unfamiliar word.
O — Discover	Determine the meaning during reading and discussion.
T — Drop	Erase the dot after the meaning is understood.



Daily Deck Slide

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

Apply DOT to passage words such as source, assumption, commission, survey, and percentage without interrupting the first read for lengthy definitions.

Module 4 — The Genre Compass, Response Ecosystem, and TRAILS

Teacher Script

“A source passage does not choose your response genre. Your writing job does. First make the genre decision; then develop the response with the right tool.”

The Genre Compass

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives content. The writing direction gives the job.

Teacher Script

“Trace the compass with me. Name what the writing is about, name what the writing must do, picture who will read it, choose the genre that can do that job, and then select a planning strategy that organizes the needed thinking.”

Teacher Script

“If I skip straight from topic to genre, stop me. A cookie topic could become many kinds of responses, so purpose and audience must guide the route.”

The Response Ecosystem — Seven Routes

Teacher Script

"These seven routes are choices, not a guessing game. As we read each route, listen for the purpose it serves and notice how the same cookie evidence can travel along different routes."

Route	Choose It When the Purpose Is To...	Cookie-Passage Application
Narrative	let an audience experience a change or discovery	Show a student learning not to repeat a claim before checking.
Informative	explain or teach information	Explain how surveys and interviews support a recommendation.
Opinion	state and support a judgment	Judge the most important decision-making habit for fifth graders.
Argumentative	defend a claim with reasons and evidence	Defend a recommendation using the commission's evidence.
Poetry	express an idea through poetic craft	Express the contrast between rumor and evidence.
Correspondence	communicate directly with one reader	Write to the cafeteria manager about student input.
Research / Inquiry	investigate a question using sources	Investigate chocolate chip cookie history with credible sources.

The PREPARE Decision — Six Steps

Teacher Script

"I will model the decision aloud in order. Your job is to listen for the moment when purpose and audience make one response genre stronger than the others."

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 brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience.

TRAILS — Narrative Anatomy



Teacher Script

“TRAILS keeps a personal narrative from becoming a list. The important moment shows what changed, and the lasting effect tells classmates why that change matters.”

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

Module 4 — TRACKS: Reading the Passages for Evidence

Students first read each Very-High-Stamina passage normally. The renderer then prints each passage again with the exact-substring TRACKS highlights supplied in `prepare_g5_m4_tracks.json`.

The Six Types of Measurable Evidence: TRACKS

Letter	Category	What to Look For	Highlight Color
T	Time	Ages, dates, eras, sequence, or time details.	Pastel Green
R	Reactions	Reactions, effects, solutions, or resolutions.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept, Creature	Names or major concepts central to meaning.	Pastel Yellow
K	Key Knowledge	Important meaning not captured by another category.	Pastel Orange
S	Scenery / Setting	Place details measured through the senses.	Pastel Green

Teacher Script

“As we TAP the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 1 — The Great Chocolate Chip Cookie Mystery

[1] Reading genre: Fiction - Content context: rumors, source reliability, Ruth Wakefield, evidence, investigation, assumptions, and changed conclusions. Verbatim source text supplied for the Grade 5 PREPARE cluster; instructional stamina excerpt where applicable.

[2] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

[3] "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.

[4] "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.

[5] "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

[6] "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.

[7] "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.

[8] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

[9] "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.

[10] "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't.

[11] Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs.

[12] Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs.

[13] Delgado wrote two questions on the board. 1. What happened to today's chocolate

chip cookies? 2.

[14] How was the chocolate chip cookie actually invented? “We are going to investigate both,” she announced. Jordan raised his hand. “Can we investigate while eating replacement cookies?” “No.” “Then I question the fairness of this investigation.” The class divided into teams.

[15] Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.

[16] “That doesn't sound like somebody randomly throwing things into a bowl,” Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.

[17] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular “happy accident” story made it sound. Jordan frowned. “So the accident story might not be completely true?” “It might be an oversimplified version,” Maya said. Eli looked disappointed.

[18] “I liked the part where she just threw chocolate into the bowl.” “Of course you did,” Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[19] Mrs. Delgado walked over. “What have you discovered?” “That the most exciting version of a story isn't always the most accurate one,” Maya said. Mrs.

[20] Delgado smiled. “That is worth remembering.” Meanwhile, another team investigated the missing cafeteria cookies. Their first clue came from the cafeteria manager, Ms. Ruiz.

[21] “No one stole anything,” she said, laughing. “That's exactly what someone involved in a cookie theft would say,” Jordan whispered. Maya elbowed him. Ms.

[22] Ruiz showed them the order sheet. The cafeteria normally prepared 180 desserts for the fifth-grade lunch period. Recently, however, the school had started offering two dessert choices on Fridays: fruit cups and cookies. The cafeteria staff had expected about half of the students to choose each option.

[23] “What actually happened?” Maya asked. Ms. Ruiz pointed toward a chart. Only twenty-seven students had selected fruit cups.

[24] Nearly everyone else had wanted cookies. “So there weren't fewer desserts,” Eli said. “There were fewer cookies,” Maya corrected. “Because you predicted more people would choose fruit,” Jordan said.

[25] “Exactly.” Jordan stared at the numbers. “So sixth grade didn't steal them?” “No.” “The teachers didn't eat them?” “No.” “The principal doesn't have a secret cookie vault?” Ms. Ruiz laughed. “Not that I know of.” When the class returned to the room, each team shared its findings.

[26] Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies. Teachers got the extras. Chocolate chips might be dangerous.

[27] The principal has a cookie vault. Mrs. Delgado crossed out the last two before anyone could argue. Under WHAT WE THOUGHT, they listed their assumptions.

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[29] “So basically, we were wrong about almost everything.” “I wouldn't put it quite that way,” Mrs. Delgado said. “I would,” Maya replied. Mrs.

[30] Delgado laughed. “Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you do next.” “Gather evidence?” Maya asked.

[31] “Exactly.” Jordan raised his hand. “And then demand more cookies based on that evidence?” Mrs. Delgado considered this. “If you can support your argument.” Jordan immediately pulled the cafeteria chart toward him.

[32] The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully.

[33] “Research tastes delicious.” Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting.

[34] Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”

Student Annotation Guide — The Great Chocolate Chip Cookie Mystery

T — Time

By 11:42 on Friday morning

R — Reactions

Jordan looked suspicious; Eli looked disappointed

A — Actions

They compared several sources instead of stopping after the first one; the cafeteria manager, Ms. Ruiz; each team shared its findings

C — Character/Concept/Creature

Ruth Wakefield; Mrs. Delgado

K — Key Knowledge

the most exciting version of a story isn't always the most accurate one; Only twenty-seven students had selected fruit cups; The cafeteria predicted that more students would choose fruit cups than actually did

S — Scenery/Setting

cafeteria serving window

TRACKS EVIDENCE HIGHLIGHTING — The Great Chocolate Chip Cookie Mystery

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PASSAGE 2 — The Fifth-Grade Cookie Commission

[1] Reading genre: Fiction - Content context: surveys, preferences, cost, dietary needs, competing viewpoints, compromise, recommendations, and evidence-based decisions. Verbatim source text supplied for the Grade 5 PREPARE cluster; instructional stamina excerpt where applicable.

[2] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[3] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

[4] "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION. The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.

[5] "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[6] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[7] "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.

[8] "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.

[9] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[10] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[11] "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

[12] “That feels like unnecessary math.” The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[13] Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[14] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[15] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[16] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[17] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[18] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question—What dessert should we serve?—had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[19] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[20] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[21] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed. “But fifty-six percent chose something other than cookies.” Trevor raised his banana-shaped campaign sign. “Democracy has spoken.” “Nobody knows what your party believes,” Maya told him.

[22] “Potassium.” Mrs. Delgado called the class together. “You seem to have reached the most important part of the assignment.” “Dessert?” Jordan asked. “Disagreement.” Everyone groaned.

[23] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.” The students reviewed everything they had collected.

[24] The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information.

[25] The nurse explained health and allergy concerns. Students shared different

viewpoints. Finally, Maya drew a chart. “What if we rotate the Friday treat,” she suggested, “but every Friday includes an alternative for students who can't or don't want to eat the main dessert?” Sofia leaned closer.

[26] “So cupcakes could still happen?” “Yes.” “Cookies?” “Yes.” Trevor raised his hand. “Bananas?” “Unfortunately, yes.” Trevor celebrated. Eli added another idea. “What if the cafeteria posts the next month's choices ahead of time and students vote before Ms.

[27] Ruiz orders everything?” Ms. Ruiz, who had returned for the discussion, nodded. “That would give me better information.” Jordan studied the proposal. “So cookies wouldn't win every week.” “No,” Maya said.

[28] “But they would still appear regularly?” “Yes.” “And nobody gets left out?” “That's the goal.” Jordan sighed. “I accept democracy.” On Friday, the Cookie Commission presented its recommendation to Principal Bennett. Their proposal included: - a rotating Friday treat; - a safe alternative each week; - a monthly student preference survey; - estimated costs; - and a system for Ms. Ruiz to adjust quantities using previous choices.

[29] Principal Bennett listened carefully. When they finished, she asked, “Did you end up choosing the plan any one person originally wanted?” The students looked at one another. No one had. “Then how did you decide?” “We used the survey,” Maya said.

[30] “We checked the cost,” Sofia added. “We considered allergies,” Eli said. “We listened to people who disagreed with us,” another student said. Trevor held up his banana sign.

[31] “And we protected minority fruit rights.” Principal Bennett tried not to laugh. “So having a voice didn't mean everyone got exactly what they wanted?” “No,” Maya said. “What did it mean?” The class became quiet. Jordan finally answered.

[32] “It meant everybody had a chance to be heard before we made the decision.” Maya added, “And we couldn't just choose based on what we personally wanted. We needed information.” Principal Bennett nodded. “That sounds like a useful lesson.” The following month, the new system began. Week one featured chocolate chip cookies.

[33] Week two had fruit pops. Week three brought cupcakes. Week four offered oatmeal cookies, which created an entirely new controversy. Jordan stared at his oatmeal cookie.

[34] “I think the Commission needs an emergency session.” “No,” Maya said. “Perhaps a petition?” “No.” “A peaceful demonstration?” Maya took a bite of her own cookie. “First, you need evidence that there's actually a problem.” Jordan considered this. Then he took another bite.

[35] “Fine.” A moment later he shrugged. “Actually, it's pretty good.” Maya smiled. There it was again. A question.

[36] New information. A changed opinion. Maybe that was something fifth grade was going to get used to. Because having a voice mattered.

[37] Making choices mattered. But the class was beginning to understand something even more important: The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.

Student Annotation Guide — The Fifth-Grade Cookie Commission

T — Time

On Monday morning

R — Reactions

Eli looked at his Cookies for All poster; Jordan looked shocked

A — Actions

The Cookie Commission began with a survey; they conducted a second survey; The students reviewed everything they had collected

C — Character/Concept/Creature

Cookie Commission; Principal Bennett

K — Key Knowledge

Chocolate chip cookies received 44 percent of the vote; The first survey showed popularity; The second survey explained reasons

S — Scenery/Setting

Mrs. Delgado's classroom

TRACKS EVIDENCE HIGHLIGHTING — The Fifth-Grade Cookie Commission

[1] Reading genre: Fiction - Content context: surveys, preferences, cost, dietary needs, competing viewpoints, compromise, recommendations, and evidence-based decisions. Verbatim source text supplied for the Grade 5 PREPARE cluster; instructional stamina excerpt where applicable.

[2] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[3] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

[4] "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION. The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.

[5] "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[6] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[7] "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.

[8] "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.

[9] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[10] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[11] "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

[12] “That feels like unnecessary math.” The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[13] Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[14] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[15] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[16] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[17] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[18] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question—What dessert should we serve?—had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[19] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[20] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[21] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed. “But fifty-six percent chose something other than cookies.” Trevor raised his banana-shaped campaign sign. “Democracy has spoken.” “Nobody knows what your party believes,” Maya told him.

[22] “Potassium.” Mrs. Delgado called the class together. “You seem to have reached the most important part of the assignment.” “Dessert?” Jordan asked. “Disagreement.” Everyone groaned.

[23] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.” The students reviewed everything they had collected.

[24] The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information.

[25] The nurse explained health and allergy concerns. Students shared different

viewpoints. Finally, Maya drew a chart. “What if we rotate the Friday treat,” she suggested, “but every Friday includes an alternative for students who can't or don't want to eat the main dessert?” Sofia leaned closer.

[26] “So cupcakes could still happen?” “Yes.” “Cookies?” “Yes.” Trevor raised his hand. “Bananas?” “Unfortunately, yes.” Trevor celebrated. Eli added another idea. “What if the cafeteria posts the next month's choices ahead of time and students vote before Ms.

[27] Ruiz orders everything?” Ms. Ruiz, who had returned for the discussion, nodded. “That would give me better information.” Jordan studied the proposal. “So cookies wouldn't win every week.” “No,” Maya said.

[28] “But they would still appear regularly?” “Yes.” “And nobody gets left out?” “That's the goal.” Jordan sighed. “I accept democracy.” On Friday, the **Cookie Commission** presented its recommendation to **Principal Bennett**. Their proposal included: - a rotating Friday treat; - a safe alternative each week; - a monthly student preference survey; - estimated costs; - and a system for Ms. Ruiz to adjust quantities using previous choices.

[29] **Principal Bennett** listened carefully. When they finished, she asked, “Did you end up choosing the plan any one person originally wanted?” The students looked at one another. No one had. “Then how did you decide?” “We used the survey,” Maya said.

[30] “We checked the cost,” Sofia added. “We considered allergies,” Eli said. “We listened to people who disagreed with us,” another student said. Trevor held up his banana sign.

[31] “And we protected minority fruit rights.” **Principal Bennett** tried not to laugh. “So having a voice didn't mean everyone got exactly what they wanted?” “No,” Maya said. “What did it mean?” The class became quiet. Jordan finally answered.

[32] “It meant everybody had a chance to be heard before we made the decision.” Maya added, “And we couldn't just choose based on what we personally wanted. We needed information.” **Principal Bennett** nodded. “That sounds like a useful lesson.” The following month, the new system began. Week one featured chocolate chip cookies.

[33] Week two had fruit pops. Week three brought cupcakes. Week four offered oatmeal cookies, which created an entirely new controversy. Jordan stared at his oatmeal cookie.

[34] “I think the Commission needs an emergency session.” “No,” Maya said. “Perhaps a petition?” “No.” “A peaceful demonstration?” Maya took a bite of her own cookie. “First, you need evidence that there's actually a problem.” Jordan considered this. Then he took another bite.

[35] “Fine.” A moment later he shrugged. “Actually, it's pretty good.” Maya smiled. There it was again. A question.

[36] New information. A changed opinion. Maybe that was something fifth grade was going to get used to. Because having a voice mattered.

[37] Making choices mattered. But the class was beginning to understand something even more important: The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Plan a first draft by selecting a genre for a topic, purpose, and audience using a range of strategies.
TEKS 12(A)(i)	Compose literary texts using genre characteristics.
ELPS 4(F)(i)	Write with appropriate content for a specific purpose.

Day 1 Purpose

Students retrieve and independently apply the complete Writer Decision Chain.

★ Daily Deck Slide (M4-04)

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

Teacher use: Reveal the chain one arrow at a time and require students to rehearse the words before writing.

Teacher Script

"Today we are learning what strong writers do before the first draft begins."

Teacher Script

"A source passage does not choose your response genre for you. Your writing job does."

Teacher Script

"We will use the same two passage families to practice more than one response route."

Teacher Script

"Every time you choose a route, you will prove the choice with the topic, purpose, and audience."

Gather — Fast Response Contrast

Teacher direction: Share a true experience so school readers understand how new information changed you.

Answer Key

Expected route: Personal narrative

Teacher direction: Teach younger students why evidence and listening matter before making a decision.

Answer Key

Expected route: Informative

Teacher direction: Request permission from a school leader to gather student input.

Answer Key

Expected route: Correspondence

Reveal — The PREPARE Decision

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

Teacher Model Using Cookie Mystery

Writing direction: Write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.

Model decision: Topic = a true experience. Purpose = narrate and reflect. Audience = classmates. Genre = personal narrative. Planning = freewrite to uncover the change in thinking, then TRAILS to shape the experience.

Teacher Model Using Cookie Commission

Writing direction: Explain how people can check a claim before accepting it, using clear examples from the cookie passages.

Model decision: Topic = checking a claim. Purpose = explain. Audience = younger student. Genre = informative. Planning = map the main idea, source check, evidence, and

conclusion.

Day 1 Closing

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

Day 2 - Attempt the Assignment

A

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(A)(i)	Independently select a genre and planning strategy for a topic, purpose, and audience.
ELPS 4(C)(i)	Write with high-frequency and content-area vocabulary.
ELPS 4(F)(i)-(viii)	Use appropriate content, style, register, and conventions for purpose and audience.

Day 2 Purpose

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

★ Daily Deck Slide (M4-05)

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

Teacher use: Keep the source passage available. Students may refer to details, but the winning reason must address the writing job.

Group Roles

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



Task Card 1

A school anthology needs a true story showing how new information changed one student decision.



 Answer Key

Best route: Personal narrative. Reason: The purpose is to narrate a true experience for readers; TRAILS helps develop the moment.

Task Card 2

A family newsletter needs a clear explanation of how students can check information before sharing it.

 **Answer Key**

Best route: Informative. Reason: The purpose is to explain to families using organized details.

Task Card 3

A student council is deciding how student preferences should influence a school event and needs a position supported with reasons and evidence.

 **Answer Key**

Best route: Argumentative. Reason: The purpose is to justify a claim for a decision-making audience.

Task Card 4

A principal needs a student letter requesting permission to gather information for a recommendation.

 **Answer Key**

Best route: Correspondence. Reason: The purpose is a direct request to a formal audience.

Task Card 5

A class display needs a poem expressing curiosity, evidence, and changed thinking.



 Answer Key

Best route: Poetry. Reason: The purpose is expressive and artistic.

Task Card 6

A class inquiry project needs findings about the history and accuracy of the popular chocolate chip cookie origin story.

 **Answer Key**

Best route: Research / Inquiry. Reason: The job requires investigation, source gathering, synthesis, and presentation.

Teacher script: “An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears.”

Teacher script: “A genre name without a topic-purpose-audience reason does not earn the point.”

Teacher script: “Use respectful disagreement language: “I see that route. I think ___ fits more strongly because the purpose/audience requires ___.”

Optional Challenge — Two Defensible Routes

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

Day 2 Closing

Students record one decision they changed and complete the statement: “I changed my route from ___ to ___ because ___.”

Day 3 - Discuss and Use Independently



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)-(ii)	Compose literary texts using genre characteristics and craft.
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(D)(i)-(iii)	Write with varied sentence lengths, sentence types, and transitions.

Day 3 Purpose

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

★ Daily Deck Slide (M4-06)

Write on the board: Explain the writing job before defending the genre. Compare two decisions that caused disagreement. Name the clue in purpose or audience that changed the verdict. Separate source genre from response genre.

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

Discussion Focus 1 — Source Genre versus Response Genre

Teacher Script

"Cookie Mystery and Cookie Commission are both fictional narratives. That fact tells us how the sources are written, not how every response must be written."

Teacher Script

"Use this sentence to make your reasoning visible: 'The passage is ___, but the response should be ___ because the writing purpose is ___ for ___.'"

 Teacher Script

"A strong writer can use one source to accomplish several writing jobs."

Discussion Focus 2 — Purpose and Audience Evidence

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

Discussion Focus 3 — Planning Strategy Fit

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

 Daily Deck Slide (M4-07)

Write on the board: Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what you believed or decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions. Before drafting, record: Topic - Purpose - Audience - Genre - Planning Strategy - One-sentence justification.

Teacher use: The prompt is intentionally written as a sentence command. Students may use anchor charts, but the selection, plan, and draft must be independent.

Independent Writing Assignment

Prompt: Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what you believed or decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.

Required PREPARE Header on Student Work

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning Strategy: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

TRAILS Personal Narrative Planner

Teacher Model — Plan Only, Not a Full Student Response

Model an unfamiliar personal experience writing direction. Make the entire decision chain aloud, then deliberately revise one planning choice after realizing the audience needs more context.

Teacher Conferring Cues

State the writing job in one sentence.

Point to the part of your plan that will become the important moment.

Explain why your planning strategy fits this experience.

Name one detail your audience needs and one detail it does not need.

Show where your ending reveals the lasting effect rather than simply stopping.

★ Daily Deck Slide (M4-08)

Write on the board: Choose two sentences from your draft and revise them to improve sentence structure. Check one complete simple sentence for subject-verb agreement. Check collective nouns in context. Correct high-frequency spelling before returning to meaning.

Teacher use: The revision must change sentence structure for a reason. The editing check follows revision so students experience the difference between the two processes.

Standards Application Check — Teacher Model

Original: The class heard a rumor. The group checked the source. The team changed its conclusion.

Revision example: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

Teacher language: “Revision changed the structure to show the relationship among the actions. Editing will now check agreement, collective nouns, and spelling without replacing the meaning.”

Day 3 Closing

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

Day 4 - Award Yourself and Target



TEKS and ELPS for Today

Standard	Student Expectation
TEKS 11(C)(i)	Revise drafts to improve sentence structure.
TEKS 11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.
ELPS 4(E)(ii)	Write content-area-specific text using grammatical structures.

Day 4 Purpose

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

★ Daily Deck Slide (M4-09)

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

Teacher use: Keep celebration evidence-based. The goal is metacognition, not prizes.

PREPARE Awards

Genre Match Award

I selected a genre that clearly fits the purpose and audience.

Audience Lens Award

I chose details, style, or register with my audience in mind.

Planning Route Award

I selected a planning strategy that helped organize my thinking.

TRAILS Builder Award

I developed a narrative experience rather than listing events.

Sentence Architect Award

I revised sentence structure to make meaning clearer.

Convention Checker Award

I edited agreement, collective nouns, and high-frequency spelling carefully.

Teacher Script

"An award in GRADUATE is evidence of growth you can locate in your own work."

Teacher Script

"Do not say only, 'My writing is good.' Name the decision, point to the evidence, and explain the benefit."

Teacher Script

"Use this frame: 'I award myself the ___ Award because I ___. This helped my reader ___.'"

Daily Deck Slide (M4-10)

Write on the board: Choose one target: genre selection - audience awareness - planning strategy - TRAILS development - sentence structure - editing. Write one specific next action. A useful target tells what you will do differently next time. Teacher use: Students may name a goal, curiosity, or stress point, but it must be precise enough to guide the next writing attempt.

Target Stems

My next writing goal is to ___ because ___.

A decision I still need to practice is ___.

A curiosity I want to explore is ___.

A stress point in my preparation was ___, so next time I will ___.

I will know I improved when ___.

Helpful Target Examples

I will explain my genre decision without using the anchor chart.

I will transfer one idea into a second genre and describe what must change.

Day 4 Closing

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

Day 5 - Explain or Educate Others

E

TEKS and ELPS for Today

Standard	Student Expectation
TEKS 12(A)(i)-(ii)	Compose literary texts using genre characteristics and craft.
ELPS 4(F)(i)-(viii)	Communicate with content, style, register, and conventions appropriate to purpose and audience.

Day 5 Purpose

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

★ Daily Deck Slide (M4-11)

Write on the board: Teach the chain: Topic -> Purpose -> Audience -> Genre -> Strategy. Show one piece of evidence from your own plan or draft. Explain one revision or editing decision. Teach without reading every sentence from your notes. Teacher use: Use short rotations so every student serves as both author-educator and listener.

Author-Educator Card

My topic is ____.

My purpose is ____.

My audience is ____.

The formal genre is personal narrative because ____.

I planned by ____ because ____.

One TRAILS decision I made is ____.

One sentence I revised is ____.

One convention I checked is ____.

One idea I could transfer to another genre is ____.

Listener Responsibilities

Restate the writer's purpose and audience.

Name one choice that clearly fits the genre.

Ask the author to clarify one decision by using a statement cue such as "Explain the reason you chose ____."

Give evidence-based feedback rather than a general compliment.

Teacher Script

"Teaching another person is the final retrieval test. Use your work as evidence, but do not simply read the page."

Teacher Script

"Your listener should be able to explain your decision chain after you finish."

Teacher Script

"If the listener cannot explain your route, return to the point where the decision became unclear and teach it again."

Fresh Recall

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

Day 5 Closing

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

Module 4 — Low, Medium, and High Exemplars

Passage-based model prompt: Use the complete "The Fifth-Grade Cookie Commission" passage to explain how the class moved from preferences to a more reasonable recommendation. These models use only events and information supported by the complete Module 4 passage.

Teacher Script

"Study these responses to notice how evidence, organization, and sentence structure help an audience understand the commission's decision."

Low Exemplar — Pink

- Student Response: "The students wanted different treats. They took surveys. Then they made a plan."
- What Is Working: The response identifies preferences, surveys, and a later plan.
- Teacher Notes: The response does not yet explain how the evidence and viewpoints shaped the recommendation.
- What Needs Improvement: Add the 44 percent result, the cost and allergy information, and the reason a rotating plan with a safe alternative responds to more than one need.

Medium Exemplar — Yellow

- Student Response: "The first survey showed that 44 percent of students chose cookies, but more than half chose something else. Ms. Ruiz explained costs, and the nurse explained allergies. After a second survey revealed students' reasons, the commission suggested rotating treats and providing a safe alternative."
- What Is Working: The response uses accurate evidence and explains a clear sequence from data to recommendation.
- Teacher Notes: The response could connect the evidence more explicitly to why the plan is reasonable for the audience.
- What Needs Improvement: Revise the final sentence to explain how the plan balances popularity, cost, choice, and access.

High Exemplar — Green

Teacher script: "Track how the high exemplar groups connected evidence, varies sentence structure, and ends by explaining why the recommendation serves the school community."

- Student Response: "At first, the Cookie Commission treated the largest survey percentage as a winner: 44 percent of students preferred cookies. Maya noticed, however, that more than half had selected something else. The commission then added information the first vote could not show. Ms. Ruiz explained cost and preparation, the nurse raised allergy and dietary needs, and a second survey revealed why students made their choices. Because the evidence represented several needs, the students recommended rotating treats, offering a safe alternative each week, and collecting preferences before ordering. Their plan did not give every person a favorite every Friday, but it used evidence and compromise to keep one popular choice from becoming the only choice."

- What Is Working: The response uses source-supported facts, groups related evidence, varies sentence types, and explains how the recommendation responds to popularity, cost, safety, and student viewpoints.

- Teacher Notes: This model demonstrates clear informational organization and a conclusion that follows from the cited passage evidence.

Module 4 — Assessment Opportunities

Teacher Script

“This assessment asks you to make the preparation decisions you have practiced. I can reread directions and clarify routines, but the topic, purpose, audience, justification, planning, drafting, revision, and editing evidence must show your own thinking.”

Formal Assessment

Teacher Script

“Read the entire prompt before writing. Complete the PREPARE header, use TRAILS to develop the experience, draft for classmates, revise sentence structure, and then edit the required conventions in that order.”

Field	Detail
Purpose	Determine whether students independently select and justify a response genre, plan with an appropriate strategy, develop a personal narrative with TRAILS, revise sentence structure, and edit required conventions.
Administrator	Classroom teacher during Day 3 independent use and Day 5 explanation.
Materials	Independent prompt, PREPARE header, TRAILS planner, student draft, Genre Compass, and editing checklist.
TEKS Breakouts	11(A)(i); 12(A)(i)–(ii); 11(C)(i); 11(D)(i), (vii), (xxix).
Task	Students complete the PREPARE header, plan and draft the assigned personal narrative, revise two sentences, edit one complete simple sentence and required conventions, then explain the decision chain.
Expected Response	A justified personal-narrative selection for classmates, a complete TRAILS plan, a developed experience with an important moment and lasting effect, a structural revision, accurate editing, and an oral explanation grounded in purpose and audience.

Formal Assessment Rubric

Teacher Script

"Use the rubric as a map before you submit. Point to evidence for each criterion; if you cannot locate it, return to the work and make the missing thinking visible without asking someone else to choose it for you."

Criterion	Beginning	Developing	Secure
Genre Decision	Names a route without the job.	Names some job elements.	Names topic, purpose, audience, route, strategy, and a defensible justification.
Narrative Development	Lists events.	Develops some TRAILS elements.	Develops an experience with relationships, actions/thoughts/dialogue, important moment, lasting effect, and setting.
Revision	Makes only an editing change.	Changes structure without explaining the benefit.	Improves sentence structure for meaning and identifies the reader benefit.
Editing	Leaves required errors unchecked.	Corrects some required conventions.	Checks agreement, collective nouns, and high-frequency spelling accurately.

Informal Assessment Sequence

Teacher Script

"Across the week I will listen, look, and collect different evidence. A correct genre card is a start; your purpose-and-audience reason and the decisions visible in your work show what you truly understand."

- Day 1 — Response Cards: visual evidence of source-versus-response understanding.
- Day 2 — What Changed?: written and oral evidence of reasoned route revision.
- Day 3 — Show Me Where: point to purpose, audience, important moment, and structural revision.
- Day 4 — Glow and Grow: metacognitive evidence tied to the draft.
- Day 5 — Teach the Teacher: oral retrieval and transfer.

Check the Learning

Use varied evidence rather than repeated worksheets.

Teacher Script

"These checks are short chances to show the same understanding in different ways. Whether you speak, point, sort, or write, connect the response route to the purpose and audience."

Verbal — Complete the Thought (3 minutes)

Students finish: "The source is fiction, but the response should be ___ because the purpose is ___ for ___." Listen for a purpose-audience relationship.

Visual/Physical — Response Cards (4 minutes)

Read one Genre Court card. Students hold a route card and point to Topic, Purpose, Audience, and Genre on the compass before explaining.

Written — What Changed? (4 minutes)

Students complete: "I first chose ___. I changed or kept the route because the purpose and audience require ___."

Error Analysis — Find and Fix the Mistake (5 minutes)

Near-miss: "Both passages are fiction, so every response must be narrative." Students identify the error and repair it with the Genre Compass.

Teacher Script

"Do not just label the statement wrong. Explain which Genre Compass decisions are missing, then repair the reasoning with a purpose, audience, and response genre that fit one writing job."

Assessment Option

- Listen — record one topic-purpose-audience justification.
- Look — observe the route card, sort, or marked PREPARE header.
- Collect — examine the one-sentence reason, TRAILS plan, or structural revision.

Intervention — Module 4

Teacher Script

"We will slow the decision down without changing the thinking. I will read the whole direction, you will point to the purpose and audience clues, and you will choose and defend the route."

Three-Card Mini-Sort (10 minutes)

Use only Narrative, Informative, and Correspondence. Teacher script: "Listen through the end of the direction before touching a card. First point to what the writer must do, next name who will read it, and then select the route that serves both clues."

1. Read one complete source-based direction.
2. Have the student point to the purpose and audience words.
3. Let the student select a card without teacher naming the route.
4. Rehearse: "The purpose is _____. The audience is _____. The route is _____ because _____."
5. Record the reason after oral success.

Use these directions from the module:

- Show a student learning not to repeat a claim before checking evidence.
- Teach how surveys and interviews support a recommendation.
- Write directly to the cafeteria manager about gathering student input.

TRAILS Development Support (10 minutes)

If a student lists events, use only T, I, and L first: name the experience, identify the moment the thinking changes, and state the lasting effect. Add R, A, and S after the central change is clear.

Teacher Script

"Tell me the experience in one phrase. Now point to the exact moment your thinking changed and explain what stayed with you afterward; once that center is clear, we will add the relationships, actions, thoughts, dialogue, and setting that help the reader experience it."

Language and Access Supports

- Preproduction/Beginning: point, match, use a bilingual glossary, and rehearse orally.
- Intermediate: use a complete justification frame.
- High-Intermediate/Advanced: compare two routes and explain why one is stronger.
- Reading support: teacher rereads the task and passage detail; cognitive demand remains route selection and justification.

Intervention Recheck (5 minutes)

Give a different direction with the same structure: explain the Cookie Commission survey to students who have not read the passage. Mastery is an independently selected Informative route with a topic-purpose-audience reason, not memorization of a previous card. Teacher script: "This is a fresh direction, so solve it from the writing job. Name the topic, purpose, and audience aloud, choose the strongest route independently, and explain the reason before checking any earlier card."

Module 4 — Embedded Checks and Student Support

Embedded Checks for Understanding

Lesson Moment	Teacher Check	Expected Response	Misconception	Immediate Response
Before route selection	"Name the topic, purpose, and audience."	All three job elements.	Student jumps to genre.	Point to the compass and restart at topic.
After route selection	"Explain why it fits."	Purpose-audience justification.	"Because the passage is a story."	Present the informative card from the same source.
During planning	"Why does this strategy fit?"	Strategy-to-thinking relationship.	One tool is always best.	Compare brainstorm, freewrite, and map.
During drafting	"Show the important moment and lasting effect."	Developed I and L.	Event list.	Rehearse the change and its meaning orally.
During revision	"What relationship does the new structure show?"	Reader benefit from structural change.	Spelling change labeled revision.	Use the module's class/group/team model.
During editing	"Which required convention are you checking?"	Agreement, collective nouns, or spelling.	Random proofreading.	Check one convention at a time in context.

Daily Evidence Record

Student	Route + Reason	Strategy Fit	TRAILS I/L	Structural Revision	Editing	Teach-Back

Decision Rules

- If the route is correct but the reason is missing, require oral justification before moving on.
- If I and L are missing, pause drafting and rebuild the TRAILS center.
- If the student revises only conventions, require one sentence-structure change before editing.
- If all checks are secure, move to three-route enrichment.

Enrichment — Module 4

Teacher Script

"Your challenge is to control the writing job deliberately. Keep the source evidence fixed while you change purpose and audience, then make each new direction lead clearly to a different response route."

Three Routes from One Source Idea (18 minutes)

Choose the Cookie Commission's survey evidence or Cookie Mystery's circular source. Write three different directions for three Response Ecosystem routes. For each direction: Teacher script: "Choose either the survey evidence or the circular source, and do not add facts. For each route, write a complete direction whose purpose and audience make that route strongest, then justify the planning strategy and draft only supported opening sentences."

1. Name topic, purpose, and audience.
2. Identify the exact purpose or audience words that make the route strongest.
3. Select and justify a planning strategy.
4. Draft two opening sentences using only information supported by the excerpts.

Compare the Reader Effect (8 minutes)

Explain how content, style, register, or conventions change across the three routes. A strong response does more than rename the genre; it identifies what each audience needs.

Teacher Script

"Place the three openings side by side. Explain what each audience needs, then point to the content, style, register, or convention choice that creates a different reader experience."

Enrichment Check

The teacher introduces one purposeful shift in audience. The student revises the direction and explains whether the original route remains strongest. Mastery is a defensible decision, not a predetermined answer. Teacher script: "I am changing only the audience. Reconsider the complete compass, decide whether the original route still serves the job, and defend either keeping or changing it with a precise reason."

Module 4 — Additional Writing Opportunity: Plan to Share

Writing Prompt

Choose one detail from "The Great Chocolate Chip Cookie Mystery" or "The Fifth-Grade Cookie Commission." Create a new writing job with a purpose and audience, then produce the response using only details supported by the Module 4 excerpts.



Teacher Script

"Choose one supported detail and design a clear writing job around it. Your direction must tell the writer what to accomplish and who will read it before you select the genre and planning strategy."

Plan (8 minutes)

Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification. Use TRAILS if the selected route is narrative.

Draft (15 minutes)

Develop the response so its content, style, register, and conventions fit the chosen job. Do not add new story events, facts, dialogue, or survey results.

Revise (6 minutes)

Read aloud. Revise one sentence structure to clarify a relationship among ideas or actions. State the reader benefit.

Edit (5 minutes)

Check complete simple sentences for subject-verb agreement, collective nouns in context, and high-frequency spelling.

Share (5 minutes)

The partner identifies the purpose and audience and points to one choice that fits. If the partner cannot identify the job, the author revises for clarity.

Teacher Script

“Partners, infer the purpose and audience from the response before looking at the PREPARE header. Authors, use any mismatch as evidence about where the response needs clearer content, style, or register.”

Success Criteria

- The PREPARE header and justification are complete.
- The response uses only supported passage details.
- The route, content, and planning strategy fit the purpose and audience.
- Revision precedes editing.
- Peer feedback names evidence, not a general compliment.

Module 4 — Auditory Engagement (Active Participation)

★ Daily Deck Slide (M4-03)

Write on the board: Pencils down during the first listening. Listen for enough information to teach the topic-purpose-audience-genre-strategy chain without repeating the teacher's words. Respond physically or orally first; write only after the decision is made.

Partner Teach-Back (15 minutes)

Purpose: Students listen to a new writing situation, make an independent decision, then teach the decision chain to a partner first with notes and again from memory.

Listening Target: Listen for enough information to teach the topic-purpose-audience-genre-strategy chain without repeating the teacher's words.

🔊 Teacher Script

"Your ears have a job. Listen to the whole writing situation before you decide."

🔊 Teacher Script

"Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it."

🔊 Teacher Script

"After you decide, use topic, purpose, and audience as the evidence for your choice."

Teacher Reads	Expected Teach-Back
Writing situation: teach younger students how checking evidence helps people make stronger decisions.	Topic = checking evidence; purpose = explain/teach; audience = younger students; likely genre = informative; planning strategy = map or brainstorm.
Writing situation: share a true experience in which new information changed what you believed or decided.	Topic = a personal experience; purpose = narrate/reflect; audience = school readers; genre = personal narrative; strategy = freewrite or TRAILS map.
Writing situation: ask a school leader for permission to conduct a student preference survey.	Topic = student survey; purpose = request permission; audience = school leader; genre = correspondence; strategy = brainstorm key request and details.
Writing situation: defend a school decision about how Friday treats should be selected.	Topic = Friday treat policy; purpose = justify; audience = school community; genre = argumentative/opinion depending on the task; strategy = map reasons and evidence.

HEAR Retrieval

- H — Hear the complete writing situation with pencils down.
- E — Extract the topic, purpose, and audience clues orally.
- A — Act by making an independent decision and teaching it to a partner.
- R — Retrieve the complete preparation chain from memory.

Assessment Option: Listen to teach-backs; Look at whether the decision chain is complete; Collect one justified genre-and-strategy decision.

Pause Points

|| Pause Point — Before Choosing a Genre (20 seconds)

Stop and think: Name topic, purpose, and audience before the route.

|| Pause Point — Source versus Response (20 seconds)

Stop and think: The source is fiction. The response genre comes from the writing job.

|| Pause Point — Before Planning (30 seconds)

Stop and think: Which strategy organizes the thinking this task requires? If the route is personal narrative, where are I and L in TRAILS?

|| Pause Point — Before Drafting (30 seconds)

Stop and think: What does this audience need, and which detail does it not need?

|| Pause Point — Revise before Editing (30 seconds)

Stop and think: First improve sentence structure for meaning. Then check agreement, collective nouns, and spelling.

|| Pause Point — Before Teaching (20 seconds)

Stop and think: Can the listener reconstruct Topic to Purpose to Audience to Genre to Strategy from your explanation?

Module 4 — My Progress Tracker

Teacher Script

“Use this tracker honestly. It shows what you can do independently and which preparation decision you will strengthen next.”

I Can...	Not yet	Getting set	I can do it
Name topic, purpose, and audience before choosing a genre.			
Separate the source genre from the response genre.			
Select and justify a response route.			
Choose brainstorming, freewriting, or mapping for a reason.			
Develop a personal narrative with TRAILS.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

Module 4 — Teacher Closure and Reflection

★ Daily Deck Slide (M4-12)

Write on the board: Independent writers analyze a new task, select and justify a response genre, plan with an effective strategy, draft, revise, edit, and transfer the same content into another response form.

Teacher Closure Script

Teacher Script

"This week you worked as an independent writer: you analyzed a new task, chose and justified a genre and strategy, drafted a personal narrative with TRAILS, revised structure, edited conventions, and explained how the same content could become a second genre."

Teacher Script

"The complete cookie passages gave us evidence and viewpoints. Each writing direction told us the job, and you decided the route without waiting for a formula."

Teacher Script

"Close your notes and teach the full chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name one idea you could transfer into a different genre and what would change."

✓ Module Essential Question — Answered

An independent writer analyzes a new task; names the topic, purpose, and audience; selects and justifies a response genre; chooses a planning strategy; drafts; revises structure; edits conventions; and explains how the same content would transfer into another response form.

Module 4 Overarching Statement — Synthesis

An independent writer can explain the entire path from writing situation to finished response: topic, purpose, audience, genre, planning strategy, draft, revision, editing, and transfer. Preparation is complete when a writer can also move one idea into a second genre and explain what must change.

Artifacts of Effectiveness

- Day 1 independent decision-chain retrieval
- Day 2 Genre Court decisions, answer-key reasoning, and changed-verdict explanations
- Day 3 PREPARE header, TRAILS plan, draft, structural revision, and edit
- Day 4 evidence-based award and precise target
- Day 5 Author-Educator Card, transfer idea, listener restatement, and fresh recall
- Student progress tracker and intervention/enrichment rechecks

Teacher Reflection

Which students independently choose and justify a genre using topic, purpose, and audience?

Which students still wait for the teacher to name the route?

Which students can explain how the same content would transfer into a second genre?

Which artifacts show that revision changed structure before editing?

What evidence shows readiness to move from PREPARE into the genre clusters?



Virtual Classroom Adjustment for Remote Learners

Post the six Genre Court case cards on a shared slide with genre and strategy zones. Students submit T/P/A/G/S for Topic, Purpose, Audience, Genre, and Strategy in chat, then defend one verdict orally in breakout pairs. Display both complete Very-High-Stamina passages in view-only form and provide separate digital copies for TRACKS highlighting and the Annotation Guides. For independent work, use a five-field PREPARE header and TRAILS table; students annotate the sentences they revised, the conventions they edited, and one idea they could transfer into a second genre. Run the Genre Expert Fair as short breakout rotations so every student teaches the decision chain and hears a partner teach one back. Use reaction icons for quick route choices, audio recording for students who need an oral access point, and a short video or live teach-back for Day 5. Keep the same independent-decision and transfer expectations.