

THE WRITING ACADEMY®, LLC

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GRADE



Prepare Cluster

Getting Ready to Write



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 PREPARE Cluster

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The Writing Academy®, LLC.

Grade 5 PREPARE Cluster

Modules 1-4 Combined Student Workbook

Welcome, Writer!

A note to you before we begin.

Dear Writer,

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

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

Let's write something worth sharing!

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Meaning	My Next Cognitive Move
 Foundational	I can name the topic and identify a source as fiction.	FIND IT - locate, name, retell what happened.
 Emergent	I can match a writing job to a response route with a frame.	CONNECT IT - link the purpose to the genre.
 Visible	I can justify the route using purpose and audience.	EXPLAIN IT - show why the route fits.
 Independent	I can apply the complete PREPARE chain on my own.	USE IT - plan and write on my own.
 Reflective	I can explain how changing purpose or audience changes the response.	EXTEND IT - defend, evaluate, transfer, or teach.

REMEMBER THE TRIANGLES

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

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

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

Symbol	Color	TRACKS Evidence Type	What to Look For
	Pastel Green	T - Time	ages, dates, eras, sequence, or time details
	Pastel Purple	R - Reactions	reactions, effects, solutions, or resolutions
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	names or major concepts central to meaning
	Pastel Orange	K - Key Knowledge	important meaning not captured by another TRACKS category
	Pastel Green	S - Scenery / Setting	place details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER: PREPARE



M O D U L E

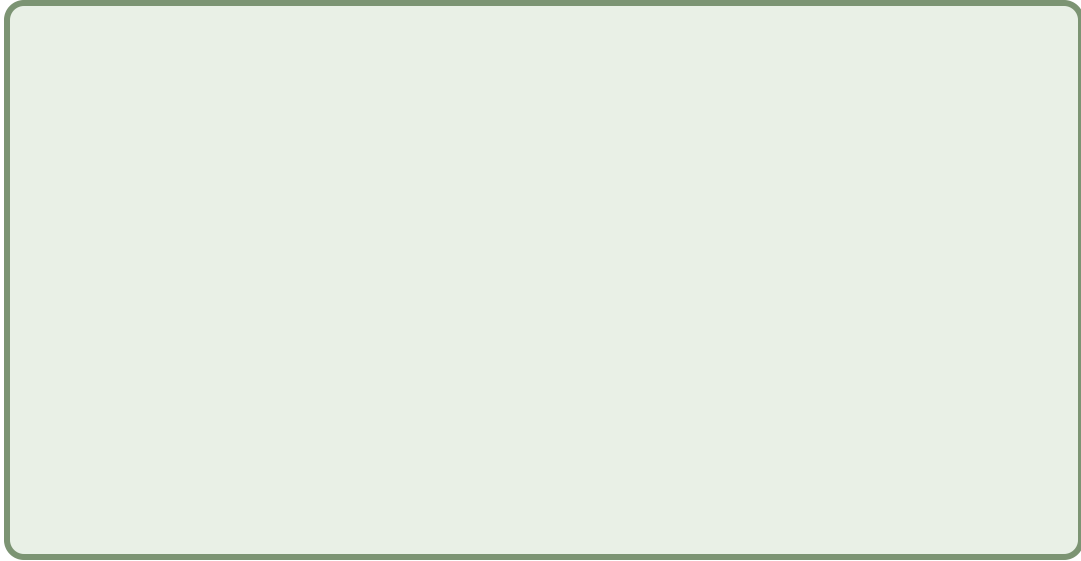


The Writer's Job Comes First

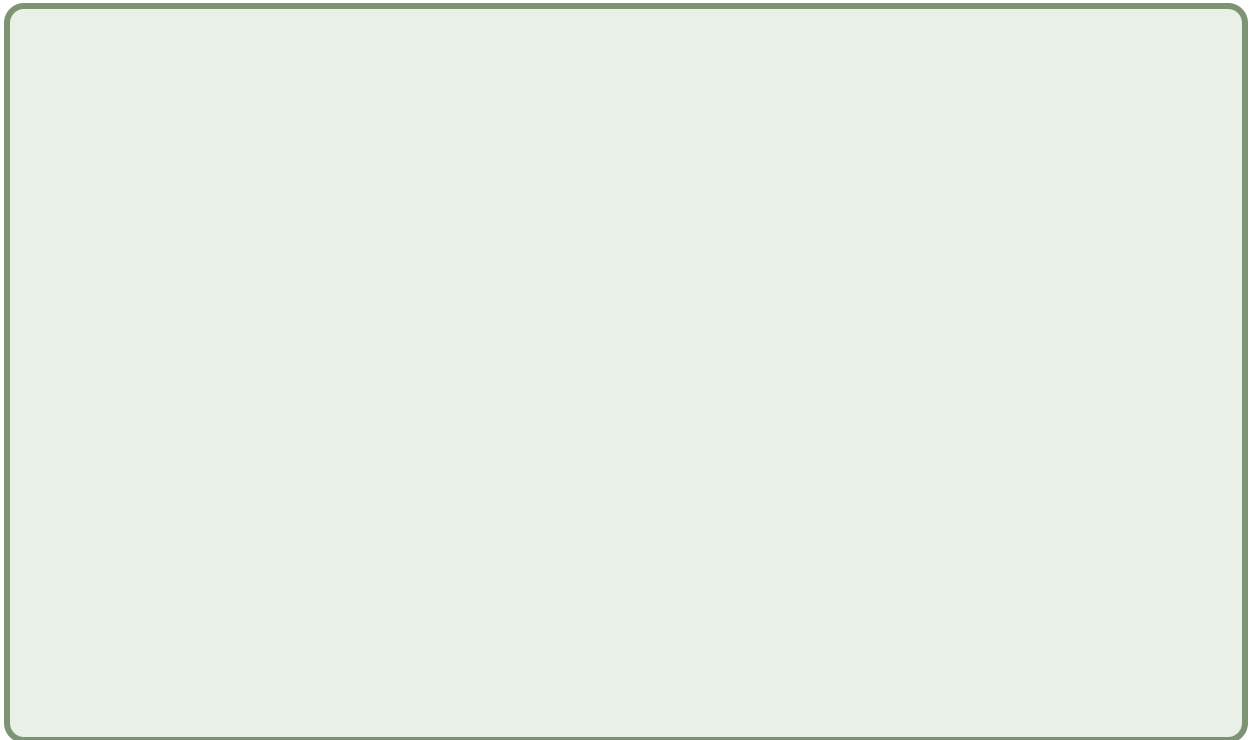
Choosing a Response Genre



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(A)(i) - Official Standard

compose literary texts such as personal narratives and poetry using genre characteristics

HOW I SAY THE STANDARD!

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

TEKS 12(A)(ii) - Official Standard

compose literary texts such as personal narratives and poetry using craft

HOW I SAY THE STANDARD!

I can use writer's craft - actions, thoughts, and dialogue - to develop my narrative.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise a sentence's structure so it shows my ideas more clearly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

Language Objectives

Listening: listen for purpose and audience clues in a complete writing direction.

Speaking: justify a route with topic, purpose, and audience. Reading: read fiction

excerpts to collect reusable details. Writing: record a PREPARE header, TRAILS plan, narrative, revision, and edit.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

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

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 1 Learning Dashboard

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

Essential Question

How do I pick the best genre for my writing job, and explain why it fits?

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name topic, purpose, audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Select and justify a response route	a lot / a little / new	a lot / a little / new	a lot / a little / new
Separate source genre from response genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Plan + write with TRAILS	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise + edit my own writing	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

choose

Say it: CHOOZ

What it means: to select among options

Try the frame: Students choose among ____.

class

Say it: KLAS

What it means: a group of students learning together

Try the frame: The class begins ____.

cookie

Say it: KUUK-ee

What it means: a small baked treat

Try the frame: The missing cookie creates ____.

cost

Say it: KAWST

What it means: the amount required to obtain something

Try the frame: Cupcakes cost ____.

hear

Say it: HEER

What it means: to receive information through listening

Try the frame: Jordan heard ____.

Tier 1 Vocabulary - Everyday Words

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

lunch

Say it: LUHNCH

What it means: a meal eaten around midday

Try the frame: At lunch, the students ____.

problem

Say it: PROB-luhm

What it means: something that needs a solution

Try the frame: The fifth grade's problem is ____.

question

Say it: KWES-chuhn

What it means: a sentence or idea that asks for information

Try the frame: Mrs. Delgado writes a question about ____.

tell

Say it: TEL

What it means: to communicate information

Try the frame: Eli tells Maya ____.

think

Say it: THINKK

What it means: to form an idea or belief

Try the frame: Maya thinks ____.

Tier 2 Vocabulary - Academic Writing Words

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

assumption

Say it: uh-SUHMP-shuhn

What it means: a belief accepted without enough proof

Try the frame: The students assume ____.

audience

Say it: AW-dee-uhns

What it means: the reader or readers for the writing

Try the frame: The audience needs ____.

brainstorm

Say it: BRAYN-storm

What it means: to generate many possible ideas before choosing

Try the frame: I brainstormed ideas about ____.

evidence

Say it: EV-i-duhns

What it means: information that supports a conclusion

Try the frame: The evidence shows ____.

genre

Say it: ZHAHN-ruh

What it means: a kind of writing with a particular job and features

Try the frame: The best response genre is ____.

Tier 2 Vocabulary - Academic Writing Words

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

investigate

Say it: in-VES-ti-gayt

What it means: to examine information to find an answer

Try the frame: The class investigates ____.

narrative

Say it: NAIR-uh-tiv

What it means: writing that develops an experience

Try the frame: This narrative develops ____.

purpose

Say it: PUR-puhs

What it means: what the writing must accomplish

Try the frame: The purpose is to ____.

source

Say it: SORS

What it means: where information comes from

Try the frame: The source of the claim is ____.

topic

Say it: TOP-ik

What it means: what the writing is about

Try the frame: The topic is ____.

Tier 3 Vocabulary - Passage and Framework Words

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

collective noun

Say it: kuh-LEK-tiv noun

What it means: a noun naming a group as one unit

Try the frame: The word class is a collective noun because ____.

commission

Say it: kuh-MISH-un

What it means: a group assigned a responsibility

Try the frame: The Cookie Commission must ____.

Genre Compass

Say it: ZHAHN-ruh KUM-pus

What it means: the order writers use to choose a genre - topic, purpose, audience, genre, planning HABIT

Try the frame: The Genre Compass begins with ____.

percentage

Say it: per-SEN-tij

What it means: a part of one hundred

Try the frame: The cookie percentage is ____.

recommendation

Say it: rek-uh-men-DAY-shun

What it means: a supported suggestion about what should be done

Try the frame: The commission's recommendation needs ____.

Tier 3 Vocabulary - Passage and Framework Words

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

response ecosystem

Say it: ree-SPONS EE-koh-sis-tum

What it means: seven possible writing routes chosen for different jobs

Try the frame: The Response Ecosystem route is ____.

source reliability

Say it: sors ree-ly-uh-BIL-uh-tee

What it means: how trustworthy a source is

Try the frame: Jordan and Eli's source reliability is ____.

survey

Say it: SUR-vay

What it means: a tool for collecting responses from people

Try the frame: The survey shows ____.

TRAILS

Say it: traylz

What it means: a narrative-planning framework for developing an experience

Try the frame: TRAILS helps a writer develop ____.

viewpoint

Say it: VYOOP-oynt

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

Try the frame: Sofia's viewpoint is ____.

The Genre Compass and the Response Ecosystem

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

TOPIC ›

PURPOSE ›

AUDIENCE ›

GENRE ›

PLANNING HABIT

PASSAGE GENRE IS NOT RESPONSE GENRE

Both cookie passages are fiction, and both give real details worth studying, but that source label does not decide your response genre. Your writing job decides it.

Response Genre	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

Say the decision aloud before you plan or draft.

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

PLANNING CHOICES

Brainstorm	generate many possible ideas before choosing
Freewrite	write without stopping to uncover ideas
Map	organize ideas visually and show how they connect

ORAL REHEARSAL FRAME

Say one line at a time, filling each blank aloud.

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best genre is _____

because the writer's job is to _____.

I will plan by _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar while I read.
O - Discover	Determine the meaning during reading and discussion.
T - Drop	Erase the dot after the meaning is understood.

BOARD TEXT TO REMEMBER

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

Words to Apply DOT To

source, assumption, commission, survey, percentage

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

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.

T - Topic or Experience	Name the experience the narrative develops.
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 understands, feels, or carries away.
S - Setting	Establish where and when the experience happens, with sensory details.

NARRATIVE IS AN EXPERIENCE - NOT A LIST

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

Ready to Stretch? Take Your Thinking Further!

Think of one small moment when new information changed your thinking. Which TRAILS part is easiest to picture right now? Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

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

How do I pick the best genre for my writing job, and explain why it fits?

My thinking level before we begin:

MOVE YOUR THINKING

Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND

 Foundational
RECALL



Emergent
CONNECT

Visible
EXPLAIN

 Independent
USE

 **Reflective**
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: A writer should decide ____ before choosing a genre because _____. Then write your thinking in the lines above.

Say your answer aloud first or use this starter: A writer should decide ____ before choosing a genre because _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!
Complete the thinking without the support, then point to evidence and explain why your choice works.

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

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery

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

[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?

Ready to Stretch? Take Your Thinking Further!

Which single piece of evidence could be used in the greatest number of response routes? Page 25

The Great Chocolate Chip Cookie Mystery - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - The Fifth-Grade Cookie Commission

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

[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.

Ready to Stretch? Take Your Thinking Further!

The Fifth-Grade Cookie Commission - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer explain a survey, defend a recommendation, or write a letter to the cafeteria manager.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Fast Response Contrast

A source passage does not choose your response genre; your writing job does.

Show a Route Card

Listen to each writing job. Hold up a route card, then be ready to name the purpose and audience clue that guided you.

Job 1

Tell the story of a moment when Maya realizes that an interesting story may not be accurate.

Expected route: _____

Job 2

Explain how the Cookie Commission uses evidence to make a recommendation.

Expected route: _____

Job 3

State and support a judgment about the best HABIT students can use before believing a rumor.

Expected route: _____

STUDENT SUPPORT - Another Way to Show What You Know

Begin with the purpose, name the audience, and then explain why your route can do that job.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The PREPARE Decision

Watch how a writer moves from a source to a justified route, then to TRAILS.

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.

Topic	a true experience
Purpose	narrate and reflect
Audience	classmates
Genre	personal narrative
Planning HABIT	freewrite to uncover the change in thinking, then TRAILS

Teacher Model Using Cookie Commission

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

Topic	checking a claim
Purpose	explain
Audience	a younger student
Genre	informative
Planning HABIT	map source, evidence, and conclusion

Embedded Check

Finish this sentence: The response genre comes from the writing job because ____.

STUDENT SUPPORT - Another Way to Show What You Know

If your answer only names the passage as fiction, return to the purpose and audience and try again.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: Genre Signal Sort

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

THE GAME: Genre Signal Sort

In small groups, you will read six writing-job cards and place each one under the response route it fits best from the seven-route Response Ecosystem.

Group Job Cards

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

How to Play

1. Place the seven route mats (page 36) where everyone can see them. Cut the mats and the six writing-job cards on the following pages.
2. Read one writing-job card. The Evidence Speaker says, "This route is strongest because ____."
3. The Checker invites one respectful challenge before the group agrees and awards a point.
4. You may not say, "It just sounds right." Your reason is the evidence of your thinking.
5. An attempt is allowed to change: state your first decision, listen to the group, and revise when a stronger reason appears.

STUDENT SUPPORT - Another Way to Show What You Know

Use the no-cut game board on page 33. Write each card number under the route it fits and give the same spoken reason.

Ready to Stretch? Take Your Thinking Further!

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

Genre Signal Sort - Game Board

Write a writing-job card number under the route box it fits, or use this page as the no-cut pathway.

Narrative

Card number(s): _____

Reason: _____

Informative

Card number(s): _____

Reason: _____

Opinion

Card number(s): _____

Reason: _____

Argumentative

Card number(s): _____

Reason: _____

Poetry

Card number(s): _____

Reason: _____

Correspondence

Card number(s): _____

Reason: _____

Research / Inquiry

Card number(s): _____

Reason: _____

Before You Cut - Set Up the Sort

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

CUT-PAGE RULES

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

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

Use the game board on page 33. Write each card number in the route box it fits, or draw a line to the route. You still give the same reason.

Ready to Stretch? Take Your Thinking Further!

Before you see any cards, predict which route might be hardest to defend, and why.

✂ CUT PAGE - Response Ecosystem Route Mats (Set A)

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

Narrative

Informative

Opinion

Argumentative

Self-Check Backs - Route Mats (Set A)

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

1

2

3

4

✂ CUT PAGE - Response Ecosystem Route Mats (Set B)

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

Poetry

Correspondence

Research / Inquiry

Self-Check Backs - Route Mats (Set B)

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

5

6

7

CUT PAGE - Genre Signal Sort Cards

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

CARD 1

Use *Cookie Mystery* to write a true-to-life story about a student who learns not to repeat a claim before checking evidence.

CARD 2

Use *Cookie Commission* to teach a class how surveys and interviews can support a recommendation.

CARD 3

Use both passages to state and support which decision-making **HABIT** is most important for fifth graders.

CARD 4

Write a message to the cafeteria manager recommending one way to gather student input before ordering treats.

CARD 5

Turn the contrast between rumor and evidence into a short poem.

CARD 6

Investigate the history of the chocolate chip cookie using more than one credible source.

Self-Check Backs - Genre Signal Sort Cards

Intentionally mirrored for duplex printing. The back shows the answer-key route.

Narrative

Informative

Opinion

Correspondence

Poetry

Research / Inquiry

Case Recorded - Record the Reason

A route name without a reason does not count. Record your best thinking.

Card	My Route	Reason (topic, purpose, audience)
1		
2		
3		
4		
5		
6		

Optional Challenge - Two Defensible Routes

Look again at Card 4. Explain how the purpose would need to shift for an argumentative response to become stronger than correspondence.

What Changed?

I changed my route from ____ to ____ because

Day 3 - DISCUSS

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

Complete the Frame

The passage is ___, but the response should be ___ because the writing purpose is ___ for ___. Underline the purpose. Box the audience.

Compare the Planning HABITs

Compare brainstorming, freewriting, and mapping. Which HABIT fits a personal narrative about a time your thinking changed? Why?

A List Versus a Narrative

"Jordan heard a rumor. Mrs. Delgado asked a question. The class learned a lesson." Are these events in order? Does this feel like a developed narrative? What is missing?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

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

YOUR WRITING JOB

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.

Change-of-Thinking Choice Cards

Circle one, or invent your own:

- A rumor about who ate the last snack
- A guess about who would win a class vote
- A story that turned out to have a missing detail
- A claim a friend repeated from someone else
- A prediction about a game or contest
- An assumption about a new student or new rule
- A survey result you misjudged at first
- My own change-of-thinking moment

FIRST THINKING

What I believed at first:

The new information I received:

How my thinking changed:

My thinking level before I plan:

MOVE YOUR THINKING


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Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say it aloud, sketch three quick parts, or use this starter: I believed ____ at first. Then I learned ____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

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

INDEPENDENT WRITING ASSIGNMENT

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.

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

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

Justification: This route fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience the narrative develops.

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 understands, feels, or carries away.

S - Setting

Establish where and when the experience happens, with sensory details.

Personal Narrative Draft - Page 1

Write for a reader who was not there. Place yourself somewhere specific and let the belief be noticed.

DRAFTING FOCUS

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

[illegible]

Personal Narrative Draft - Page 2

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

ENDING FOCUS

Where do you discover, decide, realize, or understand something new? Let the ending show a feeling, realization, or lasting effect - what you carried away.

[illegible]

Standards Application Check - REVISE

Give your handwriting room. Improve a sentence's structure so it shows the relationship among your ideas.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise a sentence's structure so it shows my ideas more clearly.

Module Example

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

Revised: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

My Sentence

Original sentence from my draft:

Revised sentence (improved structure):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

- ☐ Complete simple sentence ☐ Subject-verb agreement
☐ Collective noun used correctly (if any) ☐ High-frequency spelling

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

- Underline the sentence that shows your Important Moment.
- Put a star beside the sentence you revised for structure.
- Circle one detail you included because your reader needed it.

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award is not a compliment you give yourself; it is a claim you prove.

- Genre Match Award - The genre I chose fits the purpose and audience.
- Audience Lens Award - My details, style, or register fit my reader.
- Planning Route Award - My planning HABIT organized the thinking this task required.
- TRAILS Builder Award - My draft develops an experience, not a list.
- Sentence Architect Award - A structural revision made my meaning clearer.
- Convention Checker Award - I edited agreement, collective nouns, and spelling.

My Evidence-Based Award

I award myself the _____ Award because I wrote

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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USE



Reflective
EXTEND

Day 4 - TARGET the Next Step

A target points your attention toward what your brain is ready to work on next. Test your target by asking: could someone see me do this?

Choose One Target

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

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

A curiosity I want to explore is

A stress point was ____, so next time I will

I will know I improved when

PARTNER RESPONSE FRAME

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Author-Educator Circles

Teaching is the final retrieval test. Use your work as evidence without simply reading the page.

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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1. Name the ____

2. Name the ____

3. Name the ____

4. Select the ____

5. Select a ____

MY THINKING NOW

How do I pick the best genre for my writing job, and explain why it fits?

WHAT CHANGED?

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

A prepared writer begins by _____.

MY MODULE CHECK-IN

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

I can now:

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

Something I am proud of:

Something I will work on next:

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

Check the Learning

Informal, low-stakes ways to SEE your learning.

Verbal - Complete the Thought

Finish: "The source is fiction, but the response should be ____ because the purpose is ____ for ____."

My answer: _____

Visual / Physical - Response Cards

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

The card I explained: _____

Written - What Changed?

Complete: "I first chose _____. I changed or kept the route because the purpose and audience require _____."

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - Low and Medium

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

THE PROMPT

Use "The Great Chocolate Chip Cookie Mystery" to write a narrative showing how the missing-cookie claims lead the class toward an investigation.

Low

The cookies were gone. People told stories. Mrs. Delgado said there was a mystery. What is already working?

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

Medium

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRAILS chart on page 6. Point to evidence in each model before you name what is working or what needs to improve.

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - High

Look for craft, sentence structures, the important moment, and the lasting effect.

High

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.

Notice and Prove

Where is the setting? Copy a short phrase:

Which line shows the Important Moment?

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

Ready to Stretch? Take Your Thinking Further!

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

Compare the Models

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

Feature	Low	Medium	High
Clear setting	☐	☐	☐
Thought or dialogue	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Actions in order	☐	☐	☐
Varied sentence structures	☐	☐	☐

Move the Low Model Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Additional Writing Opportunity - Plan

New chance to practice the prepared-writer HABIT with a new detail from either cookie passage.

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 passages.

Success Criteria

- My PREPARE header and justification are complete.
- My response uses only supported passage details.
- My route, content, and planning HABIT fit the purpose and audience.
- My revision comes before my editing.

My First Decision

The detail I will use:

My new purpose:

My new audience:

Why this route fits this job:

STUDENT SUPPORT - Another Way to Show What You Know

Name the topic, purpose, and audience out loud first. Then choose the route that fits before you select a planning HABIT.

Ready to Stretch? Take Your Thinking Further!

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

PREPARE Header + Plan

Name the job first. Then plan the response. If your route is personal narrative, plan with TRAILS.

Topic:

Purpose:

Audience:

Genre:

Planning HABIT: Brainstorm / Freewrite / Map

Why this route fits:

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

STUDENT SUPPORT - Another Way to Show What You Know

If your route is not narrative, use the lines above for a brainstorm, freewrite, or map instead of the TRAILS table.

Ready to Stretch? Take Your Thinking Further!

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

Additional Draft - Page 1

Keep your purpose and audience in mind while you write.

READER CHECK
Before each new part, ask: does my reader need this? Keep details that help your reader. Remove details that do not.

READER CHECK
Before each new part, ask: does my reader need this? Keep details that help your reader. Remove details that do not.

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

Additional Draft - Page 2

Finish the response. If narrative, slow down at the important moment and land on a lasting effect.

ENDING CHECK

Would a reader who was not there still understand your response? Add the one detail or line that makes it clear, and finish with the effect your writing job requires.

[illegible]

Revise, Edit, and Share

Revision improves ideas and structure. Editing checks conventions.

REVISE

Read your response aloud. Improve one sentence's structure to make a relationship among your ideas clearer.

Before:

After:

EDIT

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

SHARE

Read your response to a partner. Your partner names your purpose and audience without seeing your PREPARE header.

My partner named this purpose and audience:

Did it match? What I learned:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner if public sharing is difficult. The feedback still names the purpose and audience.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

Did your second writing job feel easier to prepare than the first? Use proof to explain.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Name the topic, purpose, and audience of this new response. Point to proof that your route fits the job.

Proof of Transfer

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

I

Partner feedback I want to remember:

READY TO STRETCH? - One Detail, Three Responses

One detail from a cookie passage can support many writing jobs. The purpose and audience decide the strongest route.

THE CHALLENGE

Choose one detail from either cookie passage. Create three different writing directions for three different routes. For each one, explain which purpose or audience clue makes the route appropriate.

A Narrative Opening

Direction: _____

Route: _____

Purpose or audience clue that proves it: _____

An Informative Explanation

Direction: _____

Route: _____

Purpose or audience clue that proves it: _____

A Cafeteria-Manager Message

Direction: _____

Route: _____

Purpose or audience clue that proves it: _____

Analyze + Create

Choose one of your three jobs. Write the first two sentences in that route, then explain how the content, style, and register fit the audience.

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Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next step is...

MODULE 1 CLOSING IDEA

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I pick the best genre for my writing job, and explain why it fits?

My Answer

I name the writing job first - the topic, purpose, and audience. I select the response genre and planning HABIT that fit that job, and I separate the passage's genre from my own response genre. When the purpose is to let a reader experience a change in my thinking, I choose personal narrative and use TRAILS - topic or experience, relationships, actions/thoughts/dialogue, important moment, lesson or lasting effect, and setting - to develop that experience instead of listing events. Then I revise my sentence structure before I edit my conventions, and I explain every decision with evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Begin with the writing job: I name the ____ first, I select the ____ and ____ that fit, then I develop the response with ____, revise its ____, and edit its ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER: PREPARE



M O D U L E

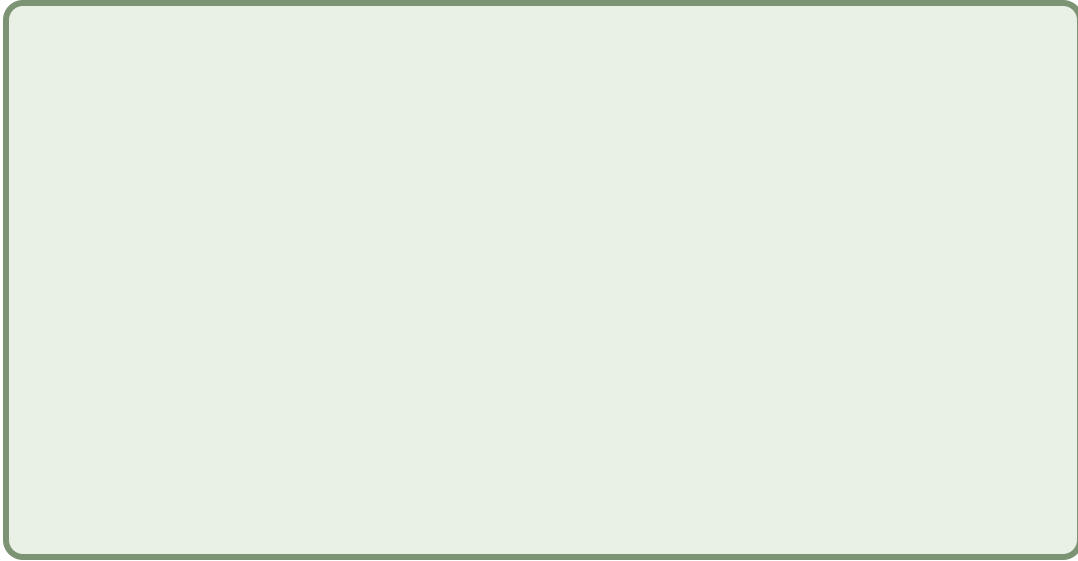


The Same Idea, Many Jobs

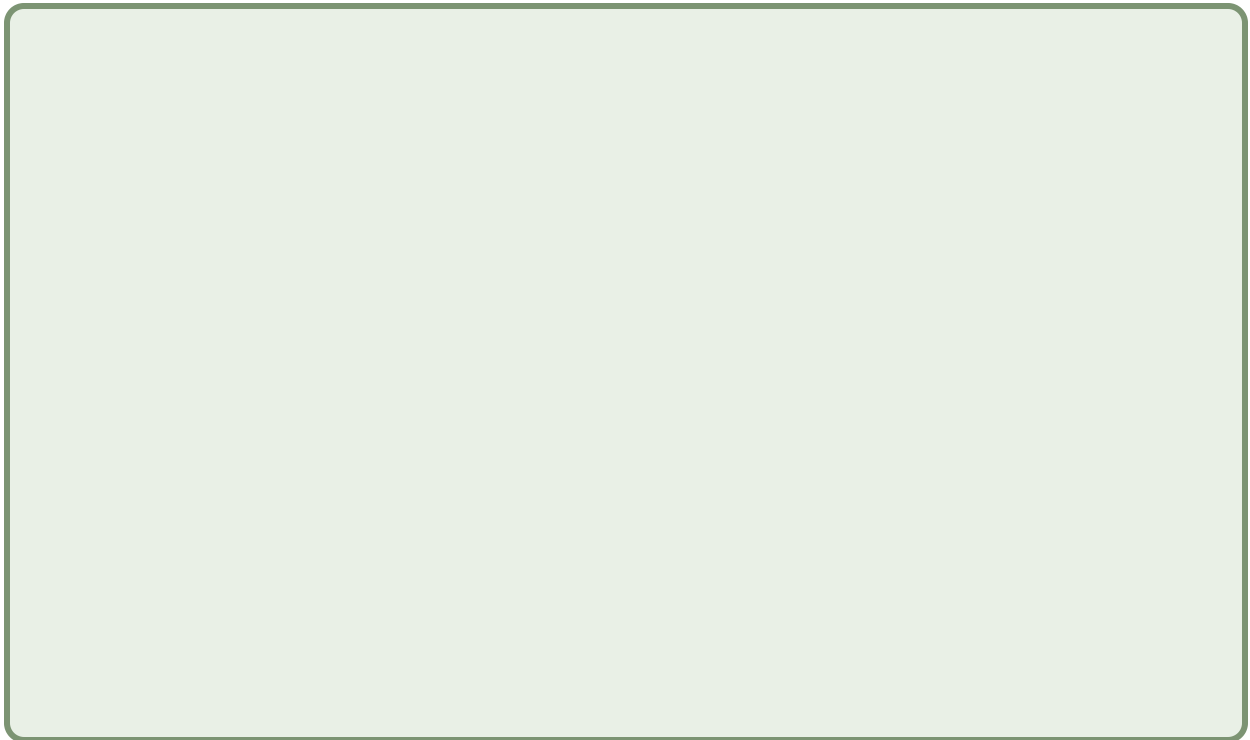
Purpose and Audience Change the Writing



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can decide what kind of writing fits my topic, my purpose, and my reader. Then I pick a planning HABIT to plan my first draft.

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

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

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - scene, actions, thoughts, dialogue, and reflection - to make my writing work for my reader.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my sentences so the relationship between my ideas is clearer.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

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

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

- read, speak, plan, write, revise, edit, and explain my decisions.
- name my reader before choosing my details.
- support my choices with purpose and audience.
- develop an experience with TRAILS rather than list events.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 2 Learning Dashboard

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

Essential Question

How do I match my writing to my purpose and my reader so my response really works for them?

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name topic, purpose, and audience before choosing a genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Adjust details, style, and register to fit my reader	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match one idea to different writing jobs with a reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Develop the important moment with dialogue and reflection	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise sentence structure, then edit conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

choice

Say it: CHOYSS

What it means: one option a person picks

Try the frame: The best choice is ____.

class

Say it: KLASS

What it means: a group of students learning together

Try the frame: The class decided ____.

cost

Say it: KAWST

What it means: the amount required to obtain something

Try the frame: Cupcakes cost ____.

meeting

Say it: MEE-ting

What it means: a gathering to discuss and decide

Try the frame: At the commission meeting, ____.

question

Say it: KWES-chun

What it means: a sentence that asks for information

Try the frame: The second survey added a ____.

Tier 1 Vocabulary - Everyday Words

Learn the meaning, then rehearse the complete oral frame.

reader

Say it: REE-der

What it means: the person who will read the writing

Try the frame: My reader needs ____.

recipe

Say it: RESS-uh-pee

What it means: directions for making food

Try the frame: Ruth Wakefield's recipe ____.

story

Say it: STOR-ee

What it means: an account of events, real or made up

Try the frame: The cookie story ____.

treat

Say it: TREET

What it means: a special food such as a cookie or cupcake

Try the frame: The Friday treat should ____.

vote

Say it: VOHT

What it means: a choice counted to make a decision

Try the frame: Students vote for ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

accuracy

Say it: AK-yer-uh-see

What it means: how correct and true information is

Try the frame: The accuracy of the story matters because ____.

compromise

Say it: KOM-pruh-myz

What it means: a solution where each side gives up something

Try the frame: The class reached a compromise by ____.

craft

Say it: KRAFT

What it means: the deliberate techniques a writer uses

Try the frame: The narrative craft I chose is ____.

dialogue

Say it: DY-uh-log

What it means: the exact words characters or people say

Try the frame: This dialogue shows ____.

freewriting

Say it: FREE-ry-ting

What it means: writing quickly to discover ideas before drafting

Try the frame: I used freewriting to ____.

Tier 2 Vocabulary - Academic Writing Words

Learn the meaning, then rehearse the complete oral frame.

perspective

Say it: per-SPEK-tiv

What it means: the way a particular person sees a situation

Try the frame: From Sofia's perspective, ____.

reflection

Say it: rih-FLEK-shun

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

Try the frame: My reflection is that ____.

register

Say it: REJ-ih-ster

What it means: the level of formality in speaking or writing

Try the frame: For a principal, the register is ____.

responsibility

Say it: rih-spon-suh-BIL-ih-tee

What it means: a duty a person or group is given

Try the frame: The commission's responsibility is ____.

viewpoint

Say it: VYOO-point

What it means: a person's position or opinion on an issue

Try the frame: Maya's viewpoint is ____.

Tier 3 Vocabulary - Passage and Framework Words

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

Audience Lens

Say it: AW-dee-uns lenz

What it means: a tool for deciding what a reader knows, needs, and expects

Try the frame: Through the Audience Lens, my reader ____.

coalition

Say it: koh-uh-LISH-un

What it means: a group joined together for a shared goal

Try the frame: The Cupcake Coalition argued that ____.

commission

Say it: kuh-MISH-un

What it means: a group assigned a responsibility

Try the frame: The Cookie Commission must ____.

deliberate

Say it: dih-LIB-er-it

What it means: done on purpose and carefully, not by accident

Try the frame: The creation was deliberate because ____.

dietary

Say it: DY-uh-tair-ee

What it means: relating to the food a person can or cannot eat

Try the frame: A dietary need in the class is ____.

Tier 3 Vocabulary - Passage and Framework Words

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

Genre Compass

Say it: ZHAHN-ruh KUM-pus

What it means: a decision tool that moves a writer from topic to purpose to audience to genre to a planning HABIT

Try the frame: The Genre Compass begins with ____.

Nestlé

Say it: NESS-lay

What it means: the chocolate company that became connected with the cookie recipe

Try the frame: The cookie became connected with Nestlé because ____.

recommendation

Say it: rek-uh-men-DAY-shun

What it means: a supported suggestion about what should be done

Try the frame: The commission's recommendation needs ____.

Ruth Wakefield

Say it: rooth WAYK-feeld

What it means: the experienced baker connected to the chocolate chip cookie

Try the frame: Ruth Wakefield's recipe ____.

TRAILS

Say it: traylz

What it means: a narrative-planning framework for developing an experience

Try the frame: TRAILS helps a writer develop ____.

The Genre Compass

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

TOPIC

>

PURPOSE

>

AUDIENCE

>

RESPONSE GENRE

>

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

Both cookie passages are fiction, but your response can be narrative, informative, opinion, argumentative, poetry, correspondence, or research/inquiry. Your writing job decides your response genre.

Response Genre	Choose It When the Purpose Is To...	Cookie-Passage Application	Planning HABIT
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.	Freewrite or Map + TRAILS
Informative	explain or teach information	Explain how comparing several sources makes a claim more reliable.	Map
Opinion	state and support a judgment	Judge which lesson from the passages is most useful for fifth graders.	Brainstorm or Map
Argumentative	defend a claim with reasons and evidence	Defend the fairest way a school should choose Friday treats.	Map
Poetry	express an idea through poetic craft	Express how one rumor or one piece of evidence spreads outward.	Brainstorm or Freewrite
Correspondence	communicate directly with one reader	Write to a principal requesting permission to survey students.	Brainstorm
Research / Inquiry	investigate a question using sources	Investigate the history of the chocolate chip cookie using more than one source.	Map

The PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, justify, request, reflect, or investigate.
3. Name the audience and what that audience knows, needs, and expects.
4. Select the response genre that best accomplishes the job.
5. Select a planning HABIT: brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience with audience-aware craft.

THE AUDIENCE LENS

Know	Which background can I leave out, and which must I add?
Need	Which details, examples, and evidence should I include?
Expect	How formal should my register and conventions be?

ORAL REHEARSAL FRAME

Say one line at a time, filling each blank aloud.

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best response genre is _____

because the job requires _____.

I will plan by _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

Step	What I Do
D - Dot	Place a small dot above a word that seems unfamiliar while I read.
O - Discover	Determine the meaning during reading and discussion.
T - Drop	Erase the dot once I know the word well enough to use it.

BOARD TEXT TO REMEMBER

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

Words to DOT in These Passages

deliberate dietary coalition register compromise

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

TRAILS keeps a personal narrative from becoming a list of events.

T - Topic or Experience	Name the experience the narrative develops.
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 understands, feels, or carries away.
S - Setting	Establish where and when the experience happens, with sensory details.

NARRATIVE IS AN EXPERIENCE - NOT A LIST

The important moment shows what changed, and the reflection tells classmates why that change matters.

Ready to Stretch? Take Your Thinking Further!

Which TRAILS part seems easiest to picture right now for your own experience? Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

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

How do I match my writing to my purpose and my reader so my response really works for them?

My thinking level before we begin:

MOVE YOUR THINKING

- Foundational RECALL**
- Emergent CONNECT**
- Visible EXPLAIN**
- Independent USE**
- Reflective EXTEND**



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: A writer moves from a writing job to a strong draft by _____. One decision that matters most is _____. Then write your thinking in the lines above.

Say your answer aloud first or use this starter: A writer moves from a writing job to a strong draft by _____. One decision that matters most is _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!
Complete the thinking without the support, then point to evidence and explain why your choice works.

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

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 1 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 2 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 3 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 4 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 5 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 6 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 7 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 8 of 9

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 9 of 9

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

[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.

Ready to Stretch? Take Your Thinking Further!

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

The Great Chocolate Chip Cookie Mystery - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 1 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 2 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 3 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 4 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 5 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 6 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 7 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 8 of 9

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 9 of 9

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

[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.

Ready to Stretch? Take Your Thinking Further!

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

The Fifth-Grade Cookie Commission - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

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

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

A. Tell a younger student a story about a time new evidence changed your mind.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

B. Explain the Cookie Commission process to a school visitor who needs clear information.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

C. Write a respectful message to a principal recommending a fair way to gather student preferences.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

STUDENT SUPPORT - Another Way to Show What You Know

Use the route list on page 83. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

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

Model With Cookie Mystery

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

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

Try the Chain With Cookie Commission

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

Topic:

Purpose:

Audience:

Genre and planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - The Standard I Am Using

Today I attempt the genre decision and defend my choice with a writing-job reason.

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can decide what kind of writing fits my topic, my purpose, and my reader. Then I pick a planning HABIT to plan my first draft.

My Day 2 Learning Target

I will read the whole writing job, name the topic, purpose, and audience, choose a response genre, and explain why it fits.

Same Topic, Different Job - Game Board

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

Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Argumentative

Task card(s): _____

Reason: _____

Opinion

Task card(s): _____

Reason: _____

Poetry

Task card(s): _____

Reason: _____

Before You Cut - Set Up Same Topic, Different Job

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

CUT-PAGE RULES

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

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

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

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Response Genre Cards

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

Narrative

Informative

Correspondence

Argumentative

Opinion

Poetry

Self-Check Backs - Genre Cards

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

B2

A1

D4

C3

F6

E5

CUT PAGE - Task Cards A

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

TASK CARD 1

Write Maya's evidence-discovery experience for classmates who need to feel the turning point.

TASK CARD 2

Explain to younger students why checking a source matters before repeating a claim.

TASK CARD 3

Write to a principal requesting permission to survey students about a school choice.

Self-Check Backs - Task Cards A

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

A1

B2

C3

CUT PAGE - Task Cards B

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

TASK CARD 4

Defend a claim about the fairest way a school should choose Friday treats.

TASK CARD 5

State which lesson from Cookie Mystery or Cookie Commission is most useful for fifth graders and support the judgment.

TASK CARD 6

Express the idea that one rumor or one piece of evidence can spread outward.

Self-Check Backs - Task Cards B

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

D4

E5

F6

Same Topic, Different Job - Record the Reason

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

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

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

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

LISTEN AND LABEL

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

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Complete the frame with one module writing job:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

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

YOUR WRITING JOB

Write a personal narrative for classmates about a time 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.

FIRST THINKING

The time new information, another viewpoint, or stronger evidence changed my decision was

The important action, thought, or dialogue was

Why this could matter to classmates:

My thinking level before I plan:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: I believed _____. Then I learned _____. So I changed _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

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

INDEPENDENT WRITING ASSIGNMENT

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 HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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EXTEND

TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience the narrative develops.

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 understands, feels, or carries away.

S - Setting

Establish where and when the experience happens, with sensory details.

Personal Narrative Draft - Page 1

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

DRAFTING FOCUS

Use your TRAILS plan. Build toward the Important Moment. Include scene, precise actions, thoughts, and dialogue where they help your audience experience the change.

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

Personal Narrative Draft - Page 2

Continue the experience. Land on a reflection instead of simply stopping.

ENDING FOCUS

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

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

Standards Application Check - REVISE

Revise structure first so the sentence shows the relationship among your ideas.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my sentences so the relationship between my ideas is clearer.

Module Model

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

Revised: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

Sentence 1

Original sentence 1:

Revised sentence 1:

Sentence 2

Original sentence 2:

Revised sentence 2:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

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

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

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

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

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

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

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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USE



Reflective
EXTEND

Day 4 - TARGET the Next Decision

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

Choose One Target Area

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

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

A curiosity I want to explore is

A stress point in my preparation was _____, so next time I will

PARTNER RESPONSE FRAME

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - The Standard I Am Using

Today I teach another learner how my writing decisions made my draft stronger.

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - scene, actions, thoughts, dialogue, and reflection - to make my writing work for my reader.

My Day 5 Learning Target

I will explain my topic, purpose, audience, genre, planning HABIT, one TRAILS decision, one revision, and one editing check using evidence from my own work.

Day 5 - EXPLAIN or Educate Others

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

Author-Educator Card

My topic is _____.

My purpose is _____.

My audience is _____.

The formal genre is personal narrative because
_____.

I planned by ____ because _____.

One TRAILS decision I made is _____.

One sentence I revised is _____.

One convention I checked is _____.

One idea I could transfer to another genre is
_____.

Listener Responsibilities

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1. Name the ____

2. Name the ____

3. Name the ____

4. Select the ____

5. Select a ____

MY THINKING NOW

How do I match my writing to my purpose and my reader so my response really works for them?

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

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

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Draft A and Draft B

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

THE 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.

Draft A (Low)

The team searched online. They found Ruth Wakefield. Maya said the story might not be true.

What is already working?

Which TRAILS parts are missing or underdeveloped?

Draft B (Medium)

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 one specific next move? (Hint: the reflection about why comparing sources mattered could be clearer.)

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - Draft C

Look for scene, dialogue, connected evidence, and a reflection that shows a lasting effect.

Draft C (High)

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.

Notice and Prove

Where is the setting or scene? Copy a short phrase:

Which line shows the Important Moment being slowed down?

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

Ready to Stretch? Take Your Thinking Further!

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

Compare the Models

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

Feature	Draft A	Draft B	Draft C
Specific setting or scene	☐	☐	☐
Relationships	☐	☐	☐
Precise actions	☐	☐	☐
Thought / dialogue with a job	☐	☐	☐
Connected evidence	☐	☐	☐
Slowed important moment	☐	☐	☐
Reflection with a lasting effect	☐	☐	☐

Move Draft A Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Independent
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Reflective
EXTEND

Additional Writing Opportunity - Plan to Share

One detail. A new writing job. The response changes when the reader changes.

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.

Connection to This Module

This week you learned that purpose and audience change the response, and that a writer's choices - not the source genre - decide the response genre. Now prove you can design a writing job of your own.

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.

Step 1 - The Shared Detail

Name the one detail your writing job will use:

STUDENT SUPPORT - Another Way to Show What You Know

Choose one detail from either passage. Say it in one sentence before you name the purpose and audience.

Ready to Stretch? Take Your Thinking Further!

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

Two Audience Lenses

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

AUDIENCE ONE

Shared detail:

Purpose:

Audience:

Know / Need / Expect:

Genre & register:

AUDIENCE TWO

Shared detail:

Purpose:

Audience:

Know / Need / Expect:

Genre & register:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Audience Lens on page 84. Complete know, need, and expect for one reader at a time.

Ready to Stretch? Take Your Thinking Further!

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

Opening for Audience One

Choose details and a register that fit your first audience.

AUDIENCE CHECK

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

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

Opening for Audience Two

Shape the same detail differently for your second audience.

COMPARE AS YOU DRAFT

Keep the same shared detail. Change the details, register, or genre when the second reader needs something different. Do not add new story events, facts, dialogue, or survey results.

[illegible]

Revise, Edit, and Share

Revision improves meaning and structure. Editing checks conventions.

REVISE

Read both openings aloud. Revise one sentence structure in each to clarify a relationship among ideas or actions.

Audience One revision:

Audience Two revision:

EDIT

☐ Subject-verb agreement ☐ Collective nouns ☐ High-frequency spelling

SHARE

The partner infers the purpose and audience from the response before looking at the PREPARE header. If the partner cannot identify the job, revise for clarity.

One audience-fitting choice my partner noticed:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

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

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING


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Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

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

Proof of Transfer

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

READY TO STRETCH? - Same Content, Two Audiences

The same content changes when the reader changes.

THE CHALLENGE

Keep the same content and choose two audiences, such as a best friend and a principal. Do not add facts. Create two openings and annotate how detail, register, and conventions changed for each audience.

Opening for a Best Friend

Audience need:

Opening:

Opening for a Principal

Audience need:

Opening:

Analyze + Explain

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

MOVE YOUR THINKING



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Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 2 CLOSING IDEA

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I match my writing to my purpose and my reader so my response really works for them?

My Answer

I name my writing job first - my topic, purpose, and audience. I let my purpose and my reader shape the genre I choose, then I adjust my details and register so the response fits that reader. I develop it step by step with the plan I chose, revise my structure, edit my conventions, and explain my choices with evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the writing job: I named my topic, purpose, and audience by _____. That helped me choose _____ and develop it with _____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E

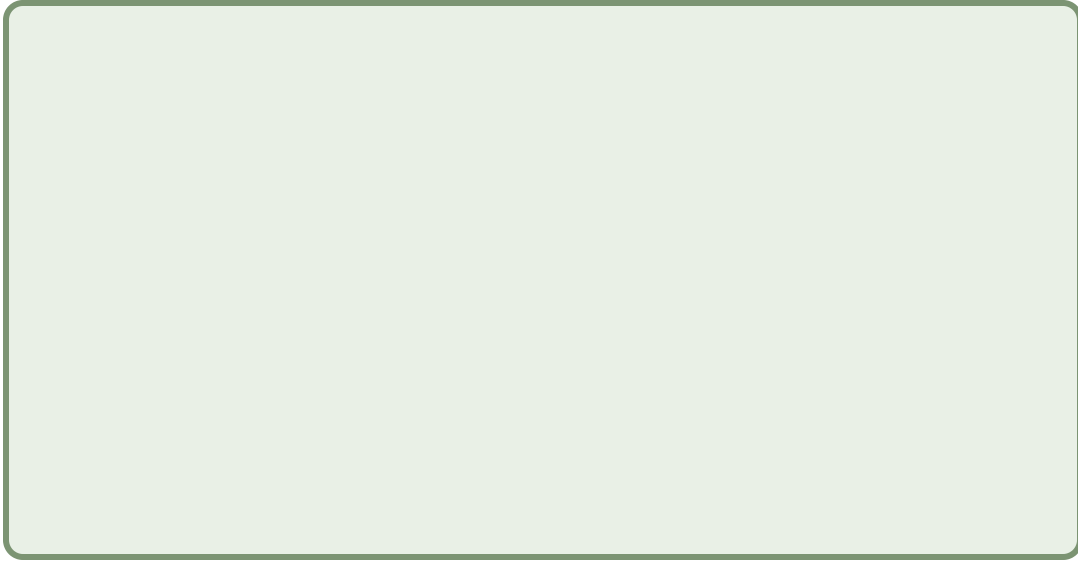


Choose the Route and the Planning HABIT

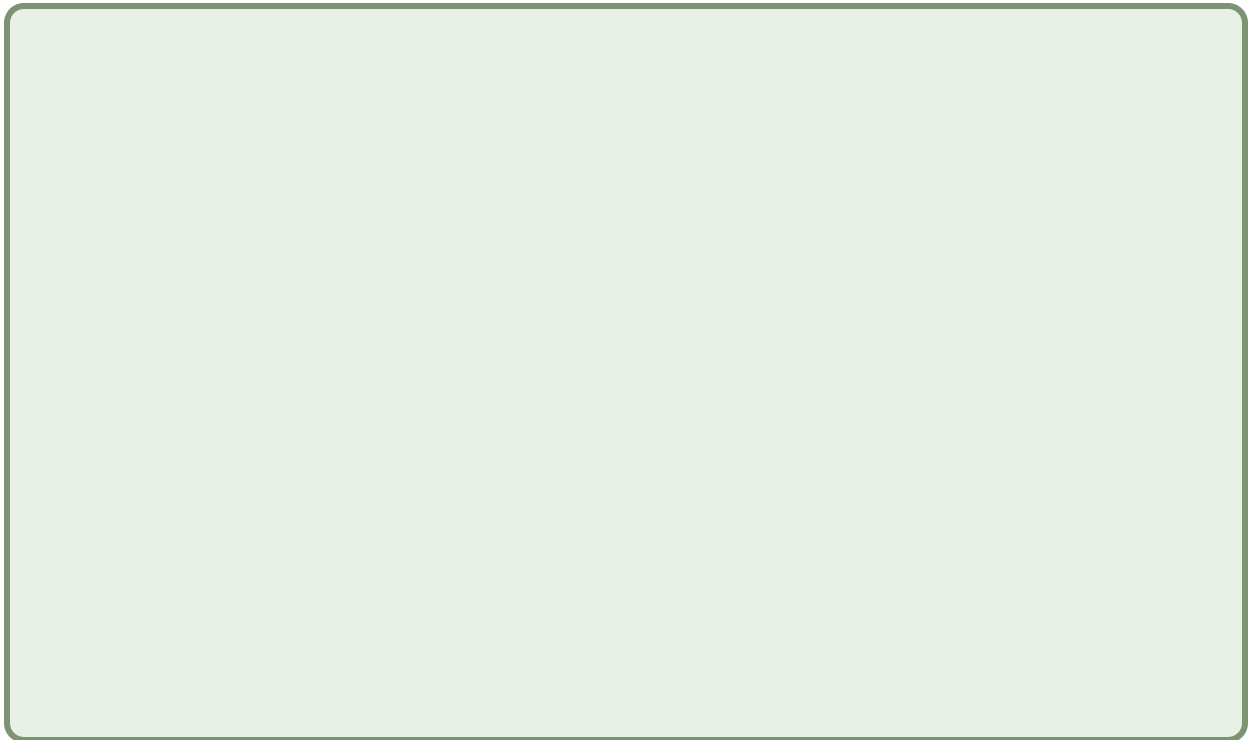
Genre and Planning Choices



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can name the topic, purpose, and audience, choose the genre that fits, and then choose a planning HABIT that fits the thinking that genre requires.

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

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

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - actions, thoughts, dialogue, and reflection - to develop my narrative.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise a sentence's structure so it shows the relationship among my ideas more clearly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

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

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 3 Learning Dashboard

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

Essential Question

How do I choose the best genre and a planning HABIT that fit my writing job?

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Select and justify a response genre	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose and justify a planning HABIT	a lot / a little / new	a lot / a little / new	a lot / a little / new
Develop a personal narrative with TRAILS	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise sentence structure before editing	a lot / a little / new	a lot / a little / new	a lot / a little / new
Edit agreement, collective nouns, and spelling	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

chart

Say it: CHAHRT

What it means: a picture that organizes information

Try the frame: Ms. Ruiz pointed to a chart that ____.

choice

Say it: CHOYS

What it means: one option a person picks

Try the frame: The best choice is ____.

clue

Say it: KLOO

What it means: a piece of information that helps solve a problem

Try the frame: The first clue was ____.

cookie

Say it: KUUK-ee

What it means: a small baked treat

Try the frame: The missing cookies ____.

order

Say it: OR-der

What it means: a request for a set amount of something

Try the frame: The order sheet showed ____.

Tier 1 Vocabulary - Everyday Words

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

plan

Say it: PLAN

What it means: a set of steps decided ahead of time

Try the frame: My plan is to ____.

question

Say it: KWES-chuhn

What it means: a sentence that asks for information

Try the frame: Mrs. Delgado wrote a ____.

reason

Say it: REE-zuhn

What it means: why a person makes a decision

Try the frame: My reason for this route is ____.

search

Say it: SURCH

What it means: to look carefully for information

Try the frame: Their first search ____.

team

Say it: TEEM

What it means: a group working together

Try the frame: Maya's team ____.

Tier 2 Vocabulary - Academic Writing Words

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

collective noun

Say it: kuh-LEK-tiv NOWN

What it means: a word naming a group, such as class or team

Try the frame: The collective noun in my sentence is ____.

credibility

Say it: kred-uh-BIL-uh-tee

What it means: how trustworthy a source or claim is

Try the frame: The source's credibility improved when ____.

HABIT

Say it: STRAT-uh-jee

What it means: a planning tool a writer chooses on purpose

Try the frame: The HABIT that fits this job is ____.

mapping

Say it: MAP-ing

What it means: organizing ideas and their relationships visually

Try the frame: Mapping helps me show ____.

recommendation

Say it: rek-uh-men-DAY-shuhn

What it means: a supported suggestion about what should be done

Try the frame: The commission's recommendation was ____.

Tier 2 Vocabulary - Academic Writing Words

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

relevant

Say it: REL-uh-vuhnt

What it means: closely connected to the writing job

Try the frame: A relevant detail here is ____.

revise

Say it: rih-VYZE

What it means: to change writing to make the meaning stronger

Try the frame: I revised my sentence to ____.

sequence

Say it: SEE-kwens

What it means: the order in which events or ideas happen

Try the frame: The sequence of the investigation was ____.

survey

Say it: SUR-vay

What it means: a set of questions used to gather opinions

Try the frame: The class survey showed ____.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that connects ideas

Try the frame: I used the transition ____.

Tier 3 Vocabulary - Passage and Framework Words

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

brainstorm

Say it: BRAYN-storm

What it means: to generate many options quickly before choosing

Try the frame: I brainstormed ____.

deliberate

Say it: dih-LIB-er-it

What it means: done on purpose and carefully, not by accident

Try the frame: The creation was deliberate because ____.

evidence

Say it: EV-uh-dens

What it means: facts that support or test a claim

Try the frame: The evidence showed ____.

freewrite

Say it: FREE-ryt

What it means: to write continuously to discover thinking

Try the frame: Freewriting helped me discover ____.

Genre Compass

Say it: ZHAHN-ruh KUM-pus

What it means: the decision route from topic to purpose to audience to genre to planning

Try the frame: The Genre Compass begins with ____.

Tier 3 Vocabulary - Passage and Framework Words

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

Nestlé

Say it: NESS-lay

What it means: the chocolate company that became connected with the cookie

Try the frame: The cookie became connected with Nestlé because ____.

reliable

Say it: rih-LY-uh-bul

What it means: able to be trusted or depended on

Try the frame: A reliable source is one that ____.

Ruth Wakefield

Say it: rooth WAYK-feeld

What it means: the experienced baker connected to the chocolate chip cookie

Try the frame: Ruth Wakefield's recipe ____.

Toll House Inn

Say it: tohl hows in

What it means: the inn where the cookie recipe was developed

Try the frame: At the Toll House Inn, ____.

TRAILS

Say it: traylz

What it means: a narrative-planning framework for developing an experience

Try the frame: TRAILS helps a writer develop ____.

The Genre Compass and the Response Ecosystem

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

TOPIC ›

PURPOSE ›

AUDIENCE ›

GENRE ›

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

Both cookie passages are fiction, and both give real details worth studying, but that source label does not decide your response genre. Your writing job decides it.

Response Genre	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 PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, justify, request, reflect, or investigate.
3. Name the audience and what that audience knows, needs, and expects.
4. Select the response genre that best accomplishes the job.
5. Select brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience with audience-aware craft.

THE THREE PLANNING HABITS

HABIT	What It Does	When It Helps
Brainstorm	generate many options quickly before choosing	when you need several possible ideas fast
Freewrite	write continuously to discover your thinking	when you are not sure yet what you want to say
Map	organize ideas and their relationships visually	when you want to see relationships, sequence, or a central moment

THE AUDIENCE LENS

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.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each decision pill while you say the frame aloud: The topic is _____. The purpose is to _____. The audience is _____. So the best genre is _____ because _____. I will plan by _____ because _____.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

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

BOARD TEXT TO REMEMBER

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

Apply DOT to Words Like

deliberate, credibility, sequence, evidence, and reliable - without stopping the first read for a long definition.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

When the purpose is to let a reader experience a change or discovery, choose personal narrative and develop it with TRAILS.

T - Topic or Experience	Name the experience the narrative develops.
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 understands, feels, or carries away.
S - Setting	Establish where and when the experience happens, with sensory details.

NARRATIVE CRAFT FOR A REAL AUDIENCE

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.

Ready to Stretch? Take Your Thinking Further!

Choose one TRAILS part that seems easiest to picture right now. Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

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

How do I choose the best genre and a planning HABIT that fit my writing job?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 1 of 10

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

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 2 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 3 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 4 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 5 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 6 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 7 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 8 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 9 of 10

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 10 of 10

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

[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.

The Great Chocolate Chip Cookie Mystery - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer choose a route, a planning HABIT, or a set of details for a different reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 1 of 10

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

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 2 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 3 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 4 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 5 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 6 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 7 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 8 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 9 of 10

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 10 of 10

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

[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.

The Fifth-Grade Cookie Commission - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer choose a route, a planning HABIT, or a set of details for a different reader.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Fast Response Contrast

A source passage does not choose your response genre for you. Your writing job does.

Show a Route Card and a Planning HABIT Card

Listen to each writing direction. Choose the response genre, then choose the planning HABIT that organizes that job's thinking.

Job 1

Develop a true experience with an important moment.

Expected route: _____ Planning HABIT: _____

Job 2

Organize several connected facts about the history of the chocolate chip cookie and source reliability.

Expected route: _____ Planning HABIT: _____

Job 3

Generate several possible reasons before selecting the strongest recommendation for a school choice.

Expected route: _____ Planning HABIT: _____

STUDENT SUPPORT - Another Way to Show What You Know

I am listening for reasoning, not just the correct card. Begin with the purpose, name the audience, choose the route, then explain why your planning HABIT organizes that thinking.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The PREPARE Decision

Echo each decision word, then reconstruct the chain without notes.

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.

Topic	a true experience
Purpose	narrate and reflect
Audience	classmates
Genre	personal narrative
Planning HABIT	freewrite to uncover the change in thinking, then TRAILS

Teacher Model Using Cookie Commission

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

Topic	checking a claim
Purpose	explain
Audience	a younger student
Genre	informative
Planning HABIT	map the main idea, the source check, the evidence, and the conclusion

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - The Standard I Am Using

Today I attempt the complete decision and defend both the genre and the planning HABIT.

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can name the topic, purpose, and audience, choose the genre that fits, and then choose a planning HABIT that fits the thinking that genre requires.

My Day 2 Learning Target

I will name the topic, purpose, and audience, choose the genre, choose a planning HABIT, and defend both choices before earning the point.

Day 2 - ATTEMPT: Genre Route Relay

The goal is not speed alone; every placement needs a writing-job reason.

Group Roles (rotate after each card)

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

How to Play

1. Cut the response-route cards and the task cards on the following cut pages.
2. Read the whole task card. Name TOPIC, PURPOSE, and AUDIENCE.
3. Choose the response genre and the planning HABIT. Defend the decision before anyone checks.
4. Flip the matched cards. The self-check code on the back confirms the match.
5. An attempt is allowed to change: if a stronger reason appears, revise the decision and explain what changed.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Genre Route Relay - Game Board

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

Narrative

Task card(s): _____

Planning HABIT: _____

Reason: _____

Informative

Task card(s): _____

Planning HABIT: _____

Reason: _____

Opinion / Argumentative

Task card(s): _____

Planning HABIT: _____

Reason: _____

Correspondence

Task card(s): _____

Planning HABIT: _____

Reason: _____

Research / Inquiry

Task card(s): _____

Planning HABIT: _____

Reason: _____

Poetry

Task card(s): _____

Planning HABIT: _____

Reason: _____

Before You Cut - Set Up Genre Route Relay

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

CUT-PAGE RULES

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

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

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

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Response Route Cards

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

Narrative

Informative

**Opinion /
Argumentative**

Correspondence

Research / Inquiry

Poetry

Self-Check Backs - Response Route Cards

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

Uncover a change in thinking
Narrative

Organize categories and
examples
Informative

Generate reasons before
selecting
Opinion / Argumentative

Collect request, reason,
audience
Correspondence

Map questions, sources,
facts
Research / Inquiry

Generate images before
shaping lines
Poetry

CUT PAGE - Task Cards A

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

TASK CARD 1

Write a personal narrative about a moment when you changed your mind after receiving better information.

TASK CARD 2

Explain three ways students can check whether a claim is reliable.

TASK CARD 3

Generate a school-choice recommendation for classmates to evaluate.

Self-Check Backs - Task Cards A

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

Task Card 1 - Narrative + freewrite/TRAILS

Task Card 2 - Informative + map

Task Card 3 - Opinion/argumentative + brainstorm

CUT PAGE - Task Cards B

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

TASK CARD 4

Write a formal request to a school administrator for permission to conduct a student survey.

TASK CARD 5

Investigate one disputed or simplified story about the origin of a familiar food.

TASK CARD 6

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

Self-Check Backs - Task Cards B

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

Task Card 4 - Correspondence + brainstorm

Task Card 5 - Research + map

Task Card 6 - Poetry + freewrite

Genre Route Relay - Record the Reason

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

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

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

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

OPTIONAL CHALLENGE

Use a task that could reasonably be written in two genres. Explain how the purpose would need to shift for the second genre to become the stronger choice.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

Cookie Mystery and Cookie Commission are both fictional narratives. Complete the frame:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Narrative - First Thinking

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

YOUR WRITING JOB

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

FIRST THINKING

The experience I am thinking about is

The moment my thinking changed, or the important moment, was

What I understand now that I did not understand before is

My thinking level before I plan:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

Independent PREPARE Header: make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

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

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

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

Justification: This route fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

TRAILS Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience the narrative develops.

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 understands, feels, or carries away.

S - Setting

Establish where and when the experience happens, with sensory details.

Narrative Draft - Page 1

Write for classmates. Use scene, actions, thoughts, and dialogue that build toward the important moment.

DRAFTING FOCUS

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

[illegible]

Narrative Draft - Page 2

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

ENDING FOCUS

What did you understand about gathering information or checking evidence before deciding? Let the ending reveal the Lesson or Lasting Effect.

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

Standards Application Check - REVISE

First improve sentence structure for meaning. Then check conventions.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise a sentence's structure so it shows the relationship among my ideas more clearly.

Module Example

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

Revised: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

Sentence 1

Original sentence 1:

Revised sentence 1 (combine or reshape to show a relationship):

Sentence 2

Original sentence 2:

Revised sentence 2 (combine or reshape to show a relationship):

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

- ☐ Complete simple sentence ☐ Subject-verb agreement
☐ Collective noun used correctly (if any) ☐ High-frequency spelling

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

- Underline the sentence that shows your Important Moment.
- Star the sentence whose structure you intentionally revised.
- Circle one detail you included because your audience needed it.

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

Evaluate your planning HABIT: Which part most improved the draft? Would a brainstorm, freewrite, or map have organized this experience less effectively? Why?

Day 3 - Tiny Tracks

Your strongest proof today should come from your PREPARE header, TRAILS plan, draft, or revision.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Explain why your planning HABIT fit; show the plan-to-draft connection; or defend the Important Moment and lasting effect.

Day 4 - AWARD Yourself

An award is not a compliment you give yourself; it is a claim you prove.

- Genre Match Award - the genre clearly fits my purpose and audience.
- Audience Lens Award - my details, style, or register fit my reader.
- Planning Route Award - my planning HABIT organized the thinking this task required.
- TRAILS Builder Award - my draft develops an experience rather than listing events.
- Sentence Architect Award - a structural revision makes my meaning clearer.
- Convention Checker Award - agreement, collective nouns, and spelling are edited carefully.

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET the Next Decision

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

Choose One Target Area

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

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

I will know I improved when

PARTNER RESPONSE FRAME

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

Ready to Stretch? Take Your Thinking Further!

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.

Day 5 - The Standard I Am Using

Today I teach another writer how I moved from a writing situation to a justified genre and an effective draft.

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

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

My Day 5 Learning Target

I will explain my topic, purpose, audience, genre, planning HABIT, one TRAILS decision, one revision, and one editing check using evidence from my own work.

Day 5 - EXPLAIN or Educate Others

Become an Author-Educator: teach the five decisions using your own plan and writing as evidence.

Author-Educator Card

My topic is _____.

My purpose is _____.

My audience is _____.

The formal genre is personal narrative because

_____.

I planned by ____ because _____.

One TRAILS decision I made is _____.

One sentence I revised is _____.

One convention I checked is _____.

One idea I could transfer to another genre is

_____.

Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that clearly fits the genre.
- Ask: "Explain the reason you chose ____."
- Give evidence-based feedback instead of a general compliment, then switch roles.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1. Topic tells...

2. Purpose tells...

3. Audience tells...

4. Genre is...

5. Planning HABIT helps me...

MY THINKING NOW

How do I choose the best genre and a planning HABIT that fit my writing job?

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

Select and justify a response genre; choose and justify a planning HABIT; develop a personal narrative with TRAILS; and revise sentence structure before editing conventions.

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Low and Medium

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

MODEL PROMPT

Use the High-Stamina excerpt 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.

Low Exemplar

"Our class investigated the missing cookies. Ms. Ruiz showed us the order sheet. The cafeteria guessed wrong." (No setting, dialogue, or reflection; no planning HABIT named.)

What is already working?

Which TRAILS parts are missing or underdeveloped?

Medium Exemplar

"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." (Setting, numbers, and dialogue are clear, but the reflection about why checking evidence mattered could be stronger.)

What is one specific next move?

Study the Models - High Exemplar

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

High Exemplar

"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." (Sentence structures vary, and the reflection communicates a lasting effect for classmates.)

Notice and Prove

Where is the setting or key evidence? Copy a short phrase:

Which line shows the Important Moment?

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

Find one line of dialogue that helps the reader experience the writer's changed thinking. Why does it fit an audience of classmates?

Ready to Stretch? Take Your Thinking Further!

A strong model can still grow. Name one idea you could add to the High Exemplar, and defend why it would help the reader.

Compare the Models

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

Feature	Low	Medium	High
Planning HABIT + justification	☐	☐	☐
Clear setting or key evidence	☐	☐	☐
Thoughts / dialogue	☐	☐	☐
Important moment	☐	☐	☐
Lasting effect	☐	☐	☐
Revised sentence structure	☐	☐	☐

Move the Low Exemplar Up One Level

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Additional Writing Opportunity: Plan to Share

Choose one supported detail and design a clear writing job around it.

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.

Connection to This Module

Preparation is a set of decisions, not a single worksheet. Now prove you can choose a genre and a planning HABIT on purpose.

Success Criteria

- My PREPARE header and justification are complete.
- My response uses only supported passage details.
- My route, details, and register fit the purpose and audience.
- Revision comes before editing.

Step 1 - The Job

Detail from the passages:

Topic / Purpose / Audience:

Response Genre / Planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

Name the topic, purpose, and audience before you choose a planning HABIT. Do not add new story events, facts, dialogue, or survey results.

Ready to Stretch? Take Your Thinking Further!

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

Additional Draft

Develop the response so its content, style, register, and conventions fit your chosen reader.

DRAFTING FOCUS

Use only details supported by the Module 3 excerpts. Fit your content, style, and register to the audience you named.

[illegible]

Revise, Edit, and Share

Revising changes structure to clarify meaning. Editing checks conventions.

REVISE

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

Before:

After:

EDIT

- ☐ Complete simple sentences ☐ Subject-verb agreement
☐ Collective nouns in context ☐ High-frequency spelling

SHARE

Your partner infers the purpose and audience from your response before looking at your PREPARE header, and points to one choice that fits the reader.

My partner identified:

The evidence-based reason was:

STUDENT SUPPORT - Another Way to Show What You Know

If your partner cannot identify the job, use that mismatch as evidence about where the response needs clearer content, style, or register.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Two Planning Routes, One Genre

Control the planning deliberately.

THE CHALLENGE

Keep the genre fixed. Design two defensible planning routes for that same genre, compare the advantages of each, and select the route that would produce the stronger draft for the named audience.

Route One

Genre / audience:

Planning HABIT and advantage:

Route Two

Same genre / audience:

Different planning HABIT and advantage:

Check the Learning

Informal, low-stakes ways to SEE what you understand in this module.

Verbal - Complete the Thought

Finish: "This detail fits ____ because the purpose is ____ for ____."

Visual / Physical - Response Cards

Read one Genre Route Relay card. Hold a route card and point to Topic, Purpose, Audience, and Genre on the compass before explaining.

Written - What Changed?

Complete: "I first chose _____. I changed or kept the route because the purpose and audience require _____."

Error Analysis - Find and Fix the Mistake

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

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I choose the best genre and a planning HABIT that fit my writing job?

My Answer

I name the writing job first - the topic, purpose, and audience. I select the response genre and the planning HABIT that fit that job, and I plan with the tool I chose. When the purpose is to let a reader experience a change in my thinking, I develop the response with TRAILS - topic or experience, relationships, actions/thoughts/dialogue, important moment, lesson or lasting effect, and setting. Then I revise my sentence structure before I edit my conventions, and I explain every decision with evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the job: This job needed me to ____, so I chose the ____ route and planned by ____ (brainstorm, freewrite, or map) because ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER: PREPARE



M O D U L E

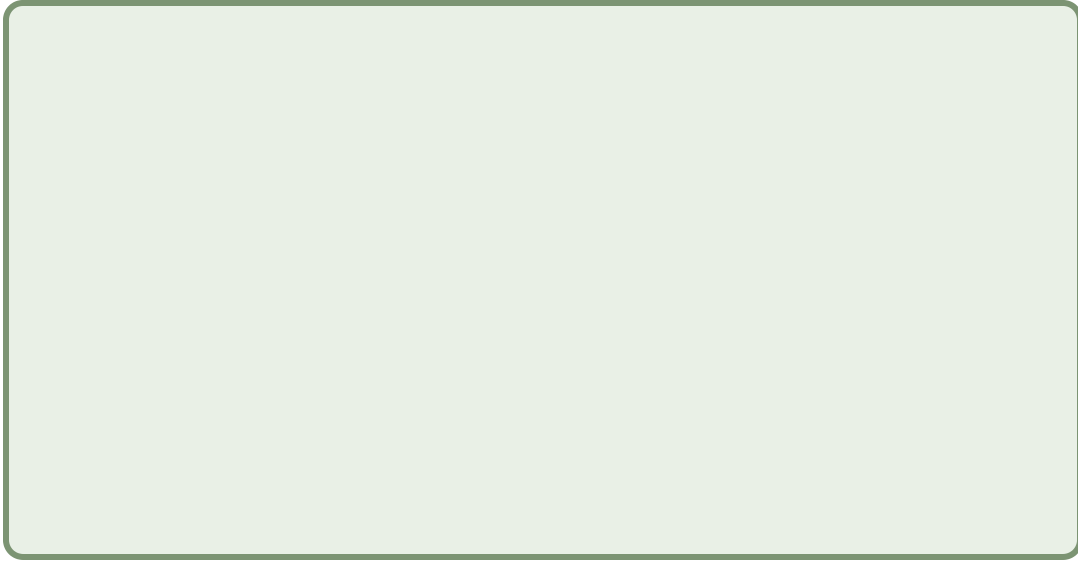


Independent Genre Decision and Transfer

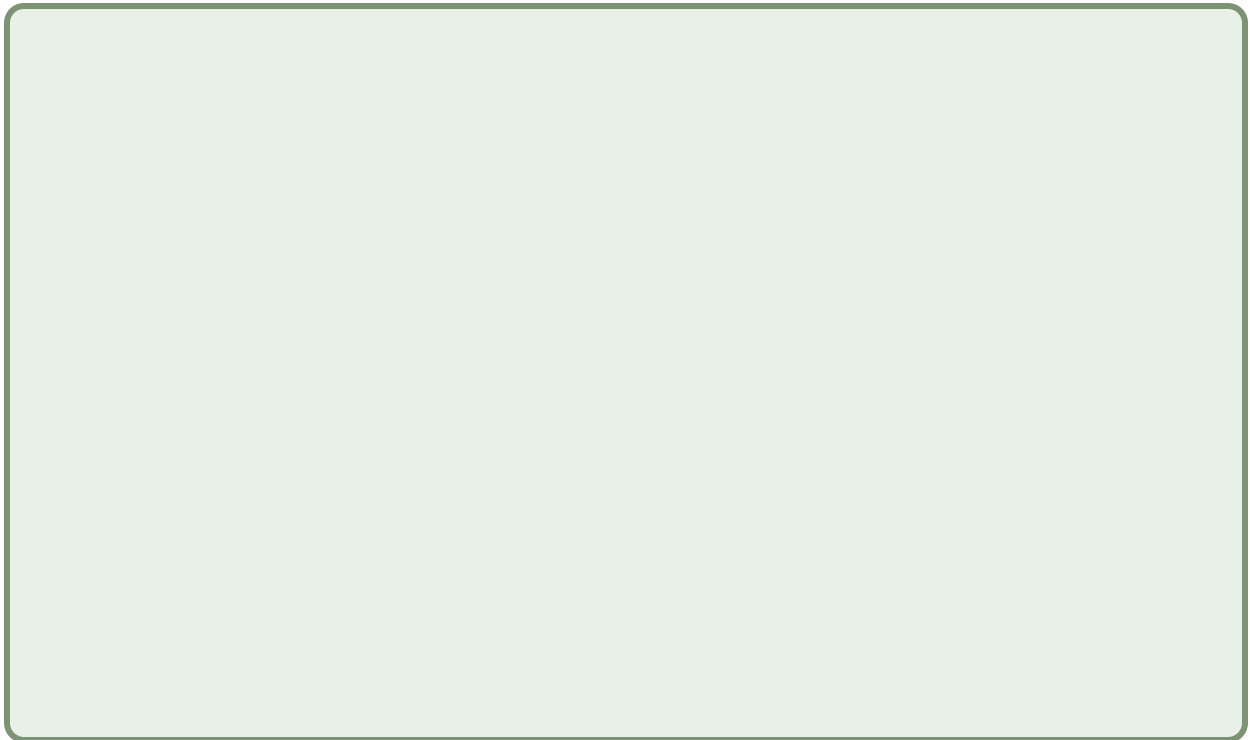
Preparation Becomes Independence



Pocket Practice



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



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

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can look at a brand-new writing job, name the topic, purpose, and audience, and choose the genre and planning HABIT that fit - all on my own.

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

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

TEKS 12(A)(ii) - Official Standard

compose literary texts using craft

HOW I SAY THE STANDARD!

I can use writer's craft - relationships, actions, thoughts, dialogue, and a lasting effect - to make my narrative work for my reader.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my sentences so the relationship between my ideas is clearer.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

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

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

My Module 4 Learning Launchpad

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

I CAN

- independently analyze a new writing task and name the topic, purpose, and audience.
- select and justify both a response genre and a planning HABIT for that task.
- use TRAILS to develop a personal narrative with an important moment and lasting effect.
- revise sentence structure, edit conventions, and explain how my content would transfer into another genre.

I WILL

- read, speak, plan, write, revise, edit, and explain my decisions.
- defend each genre choice with topic, purpose, and audience evidence.
- draft, revise, and edit independently rather than waiting for a formula.
- teach my complete decision chain and show how one idea can move into a second genre.

My Launchpad Promise

The thinking move I will practice first is _____ because

My Module 4 Learning Dashboard

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

Essential Question

How do I take on a brand-new writing job by myself, choose and justify the best genre, then show how the same idea would change in another genre?

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name topic, purpose, and audience for a new task	a lot / a little / new	a lot / a little / new	a lot / a little / new
Select and justify a response genre and planning HABIT	a lot / a little / new	a lot / a little / new	a lot / a little / new
Develop the important moment with TRAILS	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise sentence structure, then edit conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain how my content would transfer into a second genre	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

change

Say it: CHAYNJ

What it means: to make or become different

Try the frame: New information changed ____.

check

Say it: CHEK

What it means: to examine for accuracy

Try the frame: The class checks ____.

choose

Say it: CHOOZ

What it means: to select from options

Try the frame: I choose ____ because ____.

decide

Say it: dih-SYD

What it means: to make a choice after thinking

Try the frame: The class decided to ____.

explain

Say it: ek-SPLAYN

What it means: to make something clear

Try the frame: I can explain why ____.

Tier 1 Vocabulary - Everyday Words

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

listen

Say it: LIS-un

What it means: to pay attention to what is heard

Try the frame: The commission listened to ____.

plan

Say it: PLAN

What it means: an organized way to prepare

Try the frame: My plan helps me ____.

reason

Say it: REE-zun

What it means: an explanation for a choice

Try the frame: My reason is ____.

share

Say it: SHAIR

What it means: to communicate with others

Try the frame: I will share my decision with ____.

viewpoint

Say it: VYOO-point

What it means: a person's way of seeing something

Try the frame: Another viewpoint showed ____.

Tier 2 Vocabulary - Academic Writing Words

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

consensus

Say it: kun-SEN-sus

What it means: general agreement reached after discussion

Try the frame: The commission reached consensus by ____.

conventions

Say it: kun-VEN-shunz

What it means: the standard rules of written English

Try the frame: I edited conventions such as ____.

decision

Say it: dih-SIZH-un

What it means: a choice made after weighing information

Try the frame: Our decision was ____ because ____.

evidence

Say it: EV-uh-dents

What it means: facts or details that support a claim

Try the frame: The evidence shows ____.

justify

Say it: JUS-tuh-fy

What it means: to explain a decision with reasons

Try the frame: I justify my genre choice because ____.

Tier 2 Vocabulary - Academic Writing Words

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

reflection

Say it: rih-FLEK-shun

What it means: thinking back on a choice to learn from it

Try the frame: My reflection is that ____.

reliability

Say it: rih-ly-uh-BIL-uh-tee

What it means: how trustworthy a source is

Try the frame: The class checked reliability by ____.

revision

Say it: rih-VIZH-un

What it means: improving the structure or meaning of a draft

Try the frame: My revision changed ____.

synthesis

Say it: SIN-thuh-sis

What it means: combining several pieces of information into one understanding

Try the frame: My synthesis of the evidence is ____.

transfer

Say it: TRANS-fur

What it means: moving the same content into a different genre or form

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

Tier 3 Vocabulary - Passage and Framework Words

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

collective noun

Say it: kuh-LEK-tiv noun

What it means: a noun naming a group as one unit

Try the frame: The word commission is a collective noun because ____.

commission

Say it: kuh-MISH-un

What it means: a group assigned a responsibility

Try the frame: The Cookie Commission had to ____.

compromise

Say it: KOM-pruh-myz

What it means: a solution where each side gives up something

Try the frame: The class reached a compromise by ____.

decision chain

Say it: dih-SIZH-un chayn

What it means: the ordered steps a writer uses to choose and justify a route

Try the frame: I used the decision chain to ____.

genre

Say it: ZHAHN-ruh

What it means: a type or category of writing

Try the frame: The genre that fits this job is ____.

Tier 3 Vocabulary - Passage and Framework Words

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

metacognition

Say it: met-uh-kog-NISH-un

What it means: thinking about your own thinking and choices

Try the frame: My metacognition note explains ____.

percentage

Say it: per-SEN-tij

What it means: a part of one hundred

Try the frame: The survey percentage showed ____.

Response Ecosystem

Say it: rih-SPONS EE-koh-sis-tem

What it means: the connected set of genres a writer can choose among

Try the frame: The Response Ecosystem reminds me that ____.

source reliability

Say it: sors ree-ly-uh-BIL-uh-tee

What it means: how trustworthy a source is

Try the frame: The team checked source reliability by ____.

TRAILS

Say it: traylz

What it means: a narrative framework for developing an experience

Try the frame: TRAILS helps me develop ____.

The Genre Compass and the Response Ecosystem

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

TOPIC ›

PURPOSE ›

AUDIENCE ›

RESPONSE GENRE ›

PLANNING HABIT

SOURCE GENRE IS NOT RESPONSE GENRE

Both cookie passages are fiction, but your response can be narrative, informative, opinion, argumentative, poetry, correspondence, or research/inquiry. Your writing job decides your response genre.

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

The PREPARE Decision - Six Steps

Say the decision aloud before you draft.

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb: narrate, explain, justify, request, reflect, or investigate.
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select a planning HABIT: brainstorming, freewriting, or mapping.
6. For formal personal narrative, use TRAILS to develop the experience.

ORAL REHEARSAL FRAME

Say one line at a time, filling each blank aloud.

The topic is _____.

The purpose is to _____.

The audience is _____.

So the best response genre is _____.

because the job requires _____.

I will plan by _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

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

Step	What I Do
D - Dot	Place a small dot above a word that seems unfamiliar while I read.
O - Discover	Determine the meaning during reading and discussion.
T - Drop	Erase the dot once I know the word well enough to use it.

BOARD TEXT TO REMEMBER

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

Words to DOT in These Passages

source assumption commission survey percentage

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

TRAILS - Narrative Anatomy

TRAILS keeps a personal narrative from becoming a list of events.

T - Topic or Experience	Name the experience the narrative develops.
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 understands, feels, or carries away.
S - Setting	Establish where and when the experience happens, with sensory details.

NARRATIVE IS AN EXPERIENCE - NOT A LIST

The important moment shows what changed, and the lasting effect tells your reader why that change matters.

Ready to Stretch? Take Your Thinking Further!

Which TRAILS part seems easiest to picture right now for your own experience? Which part still needs thinking?

MY FIRST THINKING (DAY ONE)

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

How do I take on a brand-new writing job by myself, choose and justify the best genre, then show how the same idea would change in another genre?

My thinking level before we begin:

MOVE YOUR THINKING

- Foundational RECALL** (Red circle)
- Emergent CONNECT** (Orange square)
- Visible EXPLAIN** (Yellow inverted triangle)
- Independent USE** (Green triangle)
- Reflective EXTEND** (Blue diamond)



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer aloud first or use this starter: An independent writer moves from a new task to a finished response by _____. One decision that matters most is _____. Then write your thinking in the lines above.

Say your answer aloud first or use this starter: An independent writer moves from a new task to a finished response by _____. One decision that matters most is _____. Then write your thinking in the lines above.

Ready to Stretch? Take Your Thinking Further!
Complete the thinking without the support, then point to evidence and explain why your choice works.

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

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 1 of 15

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

This is the COMPLETE Very-High-Stamina passage. You can read one part at a time.

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 2 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 3 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 4 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 5 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 6 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 7 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 8 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 9 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 10 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 11 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 12 of 15

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

[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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 13 of 15

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

[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. Ruth Wakefield was an experienced cook who developed the recipe at the Toll House Inn. Eli stared at the board.

[28] “So basically, we were wrong about almost everything.” “I wouldn’t put it quite that way,” Mrs. Delgado said. “I would,” Maya replied. Mrs.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 14 of 15

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

[29] 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.

[30] “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.

[31] 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.

PASSAGE 1 - The Great Chocolate Chip Cookie Mystery - Part 15 of 15

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

[32] “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.

[33] 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?”

Ready to Stretch? Take Your Thinking Further!

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

The Great Chocolate Chip Cookie Mystery - TRACKS Evidence Hunt

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

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

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer narrate, teach, persuade, request, express, or investigate.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 1 of 16

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

This is the COMPLETE Very-High-Stamina passage. You can read one part at a time.

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 2 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 3 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 4 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 5 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 6 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 7 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 8 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 9 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 10 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 11 of 16

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

[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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 12 of 16

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

[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. Ruiz to adjust quantities using previous choices.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 13 of 16

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

[28] 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.

[29] “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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 14 of 16

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

[30] “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.

[31] “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.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 15 of 16

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

[32] 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.

[33] “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.

[34] “Fine.” A moment later he shrugged. “Actually, it's pretty good.” Maya smiled. There it was again. A question.

PASSAGE 2 - The Fifth-Grade Cookie Commission - Part 16 of 16

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

[35] New information. A changed opinion. Maybe that was something fifth grade was going to get used to. Because having a voice mattered.

[36] 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.

Ready to Stretch? Take Your Thinking Further!

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

The Fifth-Grade Cookie Commission - TRACKS Evidence Hunt

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

TRACKS	Evidence I Found	Why It Fits
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S ▼ - Scenery / Setting		

Evidence With a Purpose

Choose one piece of evidence. Explain how it could help a writer narrate, teach, persuade, request, express, or investigate.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Fast Response Contrast: the same two cookie passages, three very different jobs.

TODAY'S PURPOSE: I make the whole decision on my own and prove it with topic, purpose, and audience.

A. Share a true experience so school readers understand how new information changed you.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

B. Teach younger students why evidence and listening matter before making a decision.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

C. Request permission from a school leader to gather student input.

Topic: _____ Purpose: _____

Audience: _____

Best response genre:

My reason:

STUDENT SUPPORT - Another Way to Show What You Know

Use the Genre Compass reference page. Circle the purpose verb first, then say who the audience is. You may rehearse aloud before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

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

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.

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

Try the Chain With Cookie Commission

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

Topic:

Purpose and audience:

Genre and planning HABIT:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - The Standard I Am Using

Today I attempt the genre decision through Genre Court and defend every verdict.

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can look at a brand-new writing job, name the topic, purpose, and audience, and choose the genre and planning HABIT that fit - all on my own.

My Day 2 Learning Target

I will read the whole writing job, name the topic, purpose, and audience, choose a response genre, and explain why it fits.

Day 2 - ATTEMPT

Genre Court: the goal is not speed. Every placement must be defended with a writing-job reason.

THE GOAL IS NOT SPEED

Genre Court is not about proving that only one form of writing could ever mention the topic. It is about proving which genre does this exact job most effectively. Read the whole case. Name TOPIC, PURPOSE, and AUDIENCE. Choose the genre. Defend it before the point counts.

Group Roles

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

How to Play

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Genre Court - Game Board

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

Personal Narrative

Task card(s): _____

Reason: _____

Informative

Task card(s): _____

Reason: _____

Argumentative

Task card(s): _____

Reason: _____

Correspondence

Task card(s): _____

Reason: _____

Poetry

Task card(s): _____

Reason: _____

Research / Inquiry

Task card(s): _____

Reason: _____

Before You Cut - Set Up Genre Court

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

CUT-PAGE RULES

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

My Setup Checklist

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

FLIP & CHECK

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

No-Cut Pathway

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

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Genre Cards

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

Personal Narrative

Informative

Argumentative

Correspondence

Poetry

Research / Inquiry

Self-Check Backs - Genre Cards

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

B2

A1

D4

C3

F6

E5

CUT PAGE - Task Cards A

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

TASK CARD 1

A school anthology needs a true story showing how new information changed one student decision.

TASK CARD 2

A family newsletter needs a clear explanation of how students can check information before sharing it.

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.

Self-Check Backs - Task Cards A

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

A1

B2

C3

CUT PAGE - Task Cards B

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

TASK CARD 4

A principal needs a student letter requesting permission to gather information for a recommendation.

TASK CARD 5

A class display needs a poem expressing curiosity, evidence, and changed thinking.

TASK CARD 6

A class inquiry project needs findings about the history and accuracy of the popular chocolate chip cookie origin story.

Self-Check Backs - Task Cards B

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

D4

E5

F6

Genre Court - Record the Reason

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

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

A Decision I Changed

I changed my route from _____ to _____ because

Respectful Disagreement Frame

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

OPTIONAL CHALLENGE - TWO DEFENSIBLE ROUTES

Some tasks could reasonably be written in two genres. Earn an extra point only when you explain how the purpose would need to shift for the second genre to become the stronger choice.

Day 3 - DISCUSS

Make yesterday's reasoning visible before you write independently.

Focus 1 - Source Genre vs. Response Genre

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. Complete the frame:

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

Focus 2 - Purpose and Audience Evidence

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

Focus 3 - Planning HABIT Fit

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Personal Narrative - First Thinking

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

YOUR WRITING JOB

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 HABIT, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.

FIRST THINKING

The time evidence, new information, or another viewpoint changed what I believed or decided was

The important action, thought, or dialogue was

Why this could matter to a school audience:

My thinking level before I plan:

MOVE YOUR THINKING



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RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say the moment aloud, sketch three quick parts, or use this starter: I believed _____. Then I learned _____. So I changed _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE INDEPENDENTLY

Independent PREPARE Decision Record: make the decision, plan the experience, then draft.

INDEPENDENT WRITING ASSIGNMENT

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 HABIT, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.

Required PREPARE Header

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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TRAILS Personal Narrative Planner

Develop an experience - not a list of events.

T - Topic or Experience

Name the experience the narrative develops.

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 understands, feels, or carries away.

S - Setting

Establish where and when the experience happens, with sensory details.

Personal Narrative Draft - Page 1

Write for a school audience. Help them feel the moment and understand why it mattered.

DRAFTING FOCUS

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

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

Personal Narrative Draft - Page 2

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

ENDING FOCUS

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

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

Standards Application Check - REVISE

Revise structure first so the sentence shows the relationship among your ideas.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my sentences so the relationship between my ideas is clearer.

Teacher Model

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

Revised: After the class checked the source, the group changed its conclusion because stronger evidence appeared.

Sentence 1

Original sentence 1:

Revised sentence 1:

Sentence 2

Original sentence 2:

Revised sentence 2:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use a collective noun correctly when I mean a group acting as one unit.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

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

Standards Application Check - EDIT

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

Copy One Complete Simple Sentence

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

Check the Sentence

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

If I Found Something to Fix

Write the corrected sentence here:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Prove Your Growth

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

Mark Your Draft

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

My Proof Statement

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

What Changed From Plan to Draft?

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

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

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

My Evidence-Based Award

I award myself the _____ Award because I

My evidence is on page _____. This helped my reader

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET the Next Decision

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

Choose One Target Area

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

Build a Specific Target

My next writing goal is to _____ because

A decision I still need to practice is

A curiosity I want to explore is

A stress point in my preparation was _____, so next time I will

I will know I improved when

PARTNER RESPONSE FRAME

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - The Standard I Am Using

Today I teach another writer my whole decision chain, including how it would transfer into a second genre.

TEKS 12(A)(i) - Official Standard

compose literary texts using genre characteristics

HOW I SAY THE STANDARD!

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

My Day 5 Learning Target

I will explain my topic, purpose, audience, genre, planning HABIT, one TRAILS decision, one revision, one editing check, and one transfer idea using evidence from my own work.

Day 5 - EXPLAIN or Educate Others

Genre Expert Fair: teach the decision chain using your own plan and writing as evidence.

Genre Expert Fair - Author-Educator Card

My topic is _____.

My purpose is _____.

My audience is _____.

The formal genre is personal narrative because

_____.

I planned by ____ because _____.

One TRAILS decision I made is _____.

One sentence I revised is _____.

One convention I checked is _____.

One idea I could transfer to another genre is

_____.

Listener Responsibilities

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Fresh Recall + MY THINKING NOW

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

Fresh Recall - Write the Chain

1. Name the ____

2. Name the ____

3. Name the ____

4. Select the ____

5. Select a ____

MY THINKING NOW

How do I take on a brand-new writing job by myself, choose and justify the best genre, then show how the same idea would change in another genre?

WHAT CHANGED?

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

Preparation makes my writing stronger because _____.

MY MODULE CHECK-IN

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

I can now:

- Independently analyze a new writing task and name the topic, purpose, and audience.
- Select and justify a response genre and a planning HABIT.
- Use TRAILS to develop a personal narrative with an important moment and lasting effect.
- Revise sentence structure and edit conventions.
- Explain how my content would transfer into another genre.

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

Something I am proud of:

Something I will work on next:

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

Study the Models - Low and Medium

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

THE MODEL PROMPT

Use the complete "The Fifth-Grade Cookie Commission" passage to explain how the class moved from preferences to a more reasonable recommendation.

Low Exemplar

The students wanted different treats. They took surveys. Then they made a plan. What is already working? (It names preferences, surveys, and a later plan.)

What is missing? (The 44 percent result, the cost and allergy information, and the reason a rotating plan responds to more than one need.)

Medium Exemplar

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 one specific next move? (Connect the evidence more explicitly to why the plan is reasonable for the audience.)

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study the Models - High Exemplar

Notice how the high exemplar groups connected evidence, varies sentence structure, and ends by explaining why the recommendation serves the school community.

High Exemplar

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.

Notice and Prove

Which sentence groups related evidence together?

Which line explains why the recommendation serves more than one need?

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

This model demonstrates clear organization and a conclusion that follows from the cited passage evidence.

Compare the Models

Use evidence to explain how a response grows from a list of events into a developed explanation.

Feature	Low	Medium	High
Uses accurate survey evidence	☐	☐	☐
Groups related evidence	☐	☐	☐
Names cost or allergy information	☐	☐	☐
Sentence variety	☐	☐	☐
Explains why the plan is reasonable	☐	☐	☐
Audience-aware conclusion	☐	☐	☐

Move the Low Model Up One Level

Rewrite the Low exemplar by adding at least three specific pieces of evidence from the Cookie Commission passage.

STUDENT SUPPORT - Another Way to Show What You Know

Choose three pieces of evidence first. You may write TRACKS letters in the margin while you plan your revision.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING


Foundational
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Independent
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Reflective
EXTEND

Additional Writing Opportunity - Plan to Share

One detail. A new writing job. The response changes when the reader changes.

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.

Connection to This Module

This week you learned that purpose and audience change the response, and that a writer's choices - not the source genre - decide the response genre. Now prove you can design a writing job of your own and transfer content across it.

Success Criteria

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

Step 1 - The Shared Detail

Name the one detail your writing job will use:

STUDENT SUPPORT - Another Way to Show What You Know

Choose one detail from either passage. Say it in one sentence before you name the purpose and audience.

Ready to Stretch? Take Your Thinking Further!

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

Plan the New Job

Name the new writing job before you draft the response.

PLAN

Topic:

Purpose:

Audience:

Genre:

Planning HABIT: Brainstorm / Freewrite / Map

Justification: This route fits because

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Genre Compass on the reference page. Complete topic, purpose, and audience one at a time before naming the genre.

Ready to Stretch? Take Your Thinking Further!

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

Draft the Response

Develop the response so its content, style, register, and conventions fit the chosen job.

DRAFT

Do not add new story events, facts, dialogue, or survey results. Use only what the passage supports.

[illegible]

Revise, Edit, and Share

Revision improves meaning and structure. Editing checks conventions.

REVISE

Read your response aloud. Revise one sentence structure to clarify a relationship among ideas or actions.

Before:

After:

EDIT

☐ Subject-verb agreement ☐ Collective nouns ☐ High-frequency spelling

SHARE

The partner identifies the purpose and audience and points to one choice that fits, before looking at your PREPARE header. If the partner cannot identify the job, revise for clarity.

One audience-fitting choice my partner noticed:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner if public sharing is difficult. The feedback must still name evidence, not a general compliment.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing - Tiny Tracks

Use proof to explain how you designed a new writing job from the same detail.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING


Foundational
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CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Name the new genre, purpose, and audience. Point to proof that the detail stayed while the job changed.

Proof of My New Job

I knew I designed a new writing job from the same detail because on page _____ I

READY TO STRETCH? - Three Routes From One Source Idea

Control the writing job deliberately.

THE CHALLENGE

Choose the Cookie Commission's survey evidence or Cookie Mystery's circular source. Do not add facts. Write three different directions for three different Response Ecosystem routes, so the purpose and audience make each route the strongest choice.

Route 1

Direction:

Purpose + audience that make it strongest:

Planning HABIT:

Opening sentence:

Route 2

Direction:

Purpose + audience that make it strongest:

Planning HABIT:

Opening sentence:

Check the Learning

Informal, low-stakes ways to SEE what you understand in this module.

Verbal - Complete the Thought

Finish aloud: "The source is fiction, but the response should be ____ because the purpose is ____ for ____." Listen for a purpose-audience relationship.

Visual / Physical - Response Cards

Read one Genre Court card. Hold a route card and point to Topic, Purpose, Audience, and Genre on the compass before explaining.

Written - What Changed?

Complete: "I first chose _____. I changed or kept the route because the purpose and audience require _____."

Error Analysis - Find and Fix the Mistake

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

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 4.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

Look How My Thinking Moved

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 4 CLOSING IDEA

An independent writer can explain the entire path from writing situation to finished response: topic, purpose, audience, genre, planning HABIT, draft, revision, editing, and transfer. Preparation is complete when a writer can also move one idea into a second genre and explain what must change.

PREPARE CLUSTER - COMPLETE

You are ready to carry the Genre Compass, planning HABITS, TRAILS, and evidence-based decisions into the writing clusters ahead.

Essential Question - Answered

You started Module 4 with an Essential Question. Now that you have finished the module - and the PREPARE cluster - answer it using what you learned.

OUR ESSENTIAL QUESTION

How do I take on a brand-new writing job by myself, choose and justify the best genre, then show how the same idea would change in another genre?

My Answer

I can explain the whole path from a new writing situation to a finished response. I name the topic, purpose, and audience myself. I choose and justify a genre and planning HABIT that fit the job. I draft a personal narrative with TRAILS, revise my sentence structure, and edit my conventions. My preparation is complete because I can also move the same idea into a second genre and explain exactly what would change.

STUDENT SUPPORT - Another Way to Show What You Know

Walk the whole path: I read the job, named the topic, purpose, and audience, chose and justified a ____, planned with a ____, drafted and polished my narrative, and I can explain how it would transfer into a ____.

Ready to Stretch? Take Your Thinking Further!

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