



THE WRITING ACADEMY®, LLC

Module 1

One Topic, Different Writing Jobs

Grade 3 · Prepare

Tackling TEKS · Reading & Writing

3.11A(i) · 3.12A(i) · 3.12A(ii)



★ Meet Our Week!

Week 1 · Low Stamina

★ Daily Deck

I Will...

- Teacher Script: "You will name the topic, purpose, and audience before you choose a genre."
- Teacher Script: "You will decide when narrative is the best genre for a writing job."
- Teacher Script: "You will use TRAILS to develop an experience instead of listing events."
- Teacher Script: "You will write a short narrative that a reader can follow."
- Teacher Script: "You will explain why your genre choice fits before you draft."

I Can...

- Teacher Script: "You can tell whether narrative fits a writing job."
- Teacher Script: "You can separate the passage genre from the response genre."
- Teacher Script: "You can find the TRAILS elements in a narrative."
- Teacher Script: "You can plan and write a short narrative."



Notice and Wonder

Day 1 · Gather & Reveal

★ Daily Deck

The Mystery of the Traveling Shell

narrative

How does a writer turn clues and events into a story worth following

Turn to your partner and tell what you notice and what you wonder.

You will look closely at an unusual object.



Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!

★ Genre Compass

Day 1 · Reveal

★ Daily Deck

T

Topic

what the writing is about

P

Purpose

what the writing must do

A

Audience

who receives it

You first decide the writing job: the topic is a mysterious shell, the purpose is to let a reader experience the discovery, and the audience enjoys mysteries.

You can choose narrative for that job.

TRAILS Narrative Thinking Chart

T: Topic or Experience

R: Relationship

A: Actions, Thoughts, and Dialogue

Watch Me!

Prompt: Now watch how you can use TRAILS to find the full experience, the connection, actions and thoughts, the important moment, the lasting effect, and the setting.

Model: T is the full experience of investigating the shell's journey, not merely the object. R is Emsy's connection to the shell, clues, and people from the past. A includes pulling out the notebook, tracing the map, questioning, speaking, and thinking.

Circle the topic, box the purpose, and underline the audience.

★ TRAILS Mystery Case File

Day 2 · Attempt · Partner Game

★ Daily Deck

The Mystery of the Traveling Shell

How to Play

- 1 First confirm the writing job
- 2 sort the twelve evidence cards
- 3 justify every placement
- 4 reach agreement before drawing again

Success Check: *Ask whether a detail names the full experience, shows an action, locates the setting, or changes understanding.*

Evidence Card

Task Card

Emsy realizes that several faraway objects form a pattern.

Answer

I: states the major realization.

What is the strongest job you think it performs, and what evidence supports your choice?

You can connect a character to an object, a mystery, or people from the past.

When you read an ordered list, do you experience the discovery?

What setting, thought, dialogue, or important moment would help you follow it?

Invite students to connect Emsy's discovery to a moment of finding something unexpected.

Student Directions: “Have students identify the missing setting detail, thought/dialogue, important moment, and meaningful ending.”



Independent Use

Day 3 · Discuss (cont.)

★ Daily Deck

Which genre fits your writing job?

topic

purpose

audience

Require topic, purpose, audience, and a narrative justification before the TRAILS plan.



Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

have students record topic, purpose, audience, and why narrative fits before drafting.

2

students complete the TRAILS planner: experience; relationship; actions/thoughts/dialogue; important moment; lasting effect; setting.

3

students write approximately six to eight developed sentences.

Completeness matters more than the exact count.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Read your narrative and choose two awards.

- Scene Setter
- Character Connector
- Action Builder
- Moment Maker

Target 🎯

Point to what you wrote and explain how it helps your reader.

Curiosity Questions

A curiosity about an object narrator or an unresolved mystery is also a valid target.



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

You find a mysterious object somewhere it does not seem to belong. Your classmates should experience the discovery through your writing.

Name the topic, purpose, and audience before you respond.

You will write a few connected sentences that place your character in a setting and show an action, thought or dialogue, and a clue that changes your character's thinking.

★ Award the Genre Match

Small-Group Support

★ Daily Deck

You will name the topic, purpose, and audience before choosing between these two genres.

setting/character

important action

important moment/lasting effect

Explain why your choice fits.

If you choose narrative, you can plan where your character is, what happens, and what the clue changes.



Target the Next Decision

Enrichment · Write in your notebook

Have students create a narrative opening, an informative explanation opening, and a purposeful museum-letter opening.

Have students choose one detail from the shell narrative and name possible audiences and purposes.

Select a Detail

Change the Response

Explain the Decisions

★ My Progress Tracker

This tracker is for **YOU!** As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not Yet	Getting Set	Independent
Name topic, purpose, and audience before choosing genre.	Not Yet	Getting Set	Independent
Decide when narrative fits a writing job.	Not Yet	Getting Set	Independent
Separate passage genre from response genre.	Not Yet	Getting Set	Independent
Find TRAILS elements in a narrative.	Not Yet	Getting Set	Independent
Plan and write a short narrative that develops an experience.	Not Yet	Getting Set	Independent
Establish a setting, character, and logical actions.	Not Yet	Getting Set	Independent
Include a thought or line of dialogue.	Not Yet	Getting Set	Independent
Develop an important moment and lasting effect.	Not Yet	Getting Set	Independent
Revise one sentence by adding a useful idea.	Not Yet	Getting Set	Independent



Citizenship Connection

Good Citizens · Our Community & Country

★ Shared Resources and Connection

Connect the passage to people's needs, exchange, and shared knowledge while keeping the writing focus on Emsy's experience.

Reflect & Discuss

You can follow the shell's clues to think about how people shared resources and became connected across places.

Let's Look at an Answer!

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

LOW

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

What Is Working: The student names an object and places events in order.

What Needs Improvement: Setting, thought/dialogue, and an important moment that changes understanding are missing.

Let's Look at Another Answer!

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

MEDIUM

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

What Is Working: The student includes a setting, main character, actions in order, and a clue.

What Needs Improvement: The important moment is not slowed down; thought/dialogue and a lasting effect need development.

Our Strongest Answer!

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

HIGH

After recess, Maya spotted a rusty key beneath the garden bench. She called her friend Eli and knelt to brush away the dirt. "Why would a key be hiding here?" she asked. Eli turned it over and noticed a tiny metal tag marked Room 12. Maya's eyes widened because Room 12 was their classroom. They carried the key to their teacher and learned that it opened an old supply cabinet.

★ This is our target!

Our Strongest Answer! (continued)

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

HIGH

Maya had not found treasure, but she had discovered that one small object could begin a very big mystery.

What Is Working: Specific setting, character relationship, logical actions, dialogue, the Room 12 important moment, and a lasting effect.