



THE WRITING ACADEMY®, LLC



Module 2

Match the Writing Job to the Genre

Grade 3 · Prepare

Tackling TEKS · Reading & Writing

3.11A(i) · 3.12A(i) · 3.12A(ii)



★ Meet Our Week!

Week 2 · Medium Stamina

★ Daily Deck

I Will...

- Have students commit to confirming that narrative fits the topic, purpose, and audience before planning.
- Have students commit to using purposeful craft moves instead of random detail.
- Have students commit to slowing the important moment so the reader experiences it.
- Have students commit to a complete beginning, developing middle, and meaningful ending.
- Have students commit to explaining the job each detail performs.

I Can...

- Look for students distinguishing purposeful development from random elaboration.
- Look for students naming what the writer added and the job it performs.
- Look for students planning with freewriting or mapping.
- Look for students developing all six TRAILS characteristics.



Module Launch

Day 1 · Gather & Reveal

★ Daily Deck

Emsy's Shell

narrative

How does a writer make the reader experience a story instead of simply hearing what happened?

Compare these two versions: Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.

Which version creates a clearer picture in your mind? What did the writer add?

★ 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!

★ Reading Purpose

Day 1 · Reveal

★ Daily Deck

T

Topic

The object, discovery, or experience the narrative develops.

R

Relationship

Connections among characters, an object, a mystery, or the past.

A

Actions

What the character does, thinks, and says.

Each part serves the reader's experience.

Notice details that make Emsy's experience vivid and facts usable for other writing jobs

★ Same Topic, Different Job

Day 1 · Reveal (cont.)

★ Daily Deck

Purposeful Detail Test

See or understand

Reveal or move

Strengthen moment or meaning

Watch Me!

Prompt: Compare these two versions:
Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.

Model: Emsy leaned over the glass display case until her nose almost touched it.
Inside rested a small, pearly seashell.

Which version creates a clearer picture in your mind?

★ Attempt: Genre Transform

Day 2 · Attempt · Partner Game

★ Daily Deck

Emsy's Shell

How to Play

- 1 Match L1/M1: knelt beside a display case versus leaned until her nose almost touched it
- 2 Match L2/M2: asking why a seashell is here versus blinking, whispering that it cannot be right
- 3 Match L3/M3: rivers as routes versus blue curved lines and imagined wooden boats
- 4 Match L4/M4: objects forming a pattern versus the dialogue, written comparison of shells and copper
- 5 Match L5/M5: clue from the past versus the smallest object revealing a story of travel

Success Check: Before awarding points, listen for the assigned craft move, a connection to the mystery, and a clear effect on the reader.

Base Sentence Cards

Task Card

B4 He found letters on the coin.

Answer

Sam rubbed the dirt from the coin. First one letter appeared. Then another. His breath caught when he read his own last name.



Talk It Over!

Day 3 · Discuss

★ Daily Deck

Compare the two coin sentences. Which one helps you experience the discovery?

Before you add a detail, ask whether it helps your reader see or understand, reveals your character or moves the story

Where does your important moment need more space?

What discovery from your own life helps you understand Emsy's curiosity?

Ask what is missing from the reader's experience.

Student Directions: “Have students identify missing letters, reaction, and logical connection.”



TRAILS Narrative Thinking Chart

Day 3 · Discuss (cont.)

★ Daily Deck

How does a writer make the reader experience a story instead of simply hearing what happened?

Topic or Experience

Relationship

Actions, Thoughts, and Dialogue

Each part serves the reader's experience.



Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

have each student record topic, purpose, audience, narrative genre, and freewriting or mapping as the chosen strategy

2

have each student complete a TRAILS planner with title, object/mystery, relationship, setting, connected clues/actions, useful thought and dialogue, important moment, and lasting effect

3

students independently write a complete beginning, developing middle, and ending. Require three or more logically ordered actions or clues and an important moment developed across more than one sentence

Require a title, specific setting, main character and relationship, clear beginning, at least three connected actions or clues

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Choose three badges and show your evidence.

- Strong Opening
- Relationship Builder
- Character in Motion

Target 🎯

name the badge, identify exact evidence, and explain the effect on the reader

Curiosity Questions

name a specific goal, curiosity, or stress point and your next step



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

a writer wants classmates to experience a mysterious coin discovery. Have students independently complete the four items. Use Sam saw a coin as the base sentence.

Have students grow Sam saw a coin with a clear setting and a purposeful action.

Have students underline one added detail and explain how it helps the reader.



Oral Rehearsal Before Drafting

★ Daily Deck

Small-Group Support

provide topic and purpose/audience cards; have the student justify genre and rehearse where/who, what happened, and what changed

Name your topic, purpose, and audience.

Which genre fits, and why?

Before you write, tell where your character is, what happens, and what changes.

identify what the writing needs to do, who receives it, and which genre fits

You can move your sentence strips until the clues connect.

★ Audience Switch

Enrichment · Write in your notebook

Keep the shell topic and compare a third-grade class, museum curator, and visitor-guide readers.

Have students create a narrative opening for classmates, a museum-message opening for a curator, and an informative opening for a visitor guide.

Name the Audiences

Compare the
Openings

Refine and Explain

★ 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	Can Do It
Confirms narrative fits the topic, purpose, and audience.	Not Yet	Getting Set	Can Do It
Distinguishes purposeful detail from random detail.	Not Yet	Getting Set	Can Do It
Uses precise actions with a job.	Not Yet	Getting Set	Can Do It
Uses useful thought and dialogue.	Not Yet	Getting Set	Can Do It
Connects clues in a logical sequence.	Not Yet	Getting Set	Can Do It
Slows the important moment.	Not Yet	Getting Set	Can Do It
Shows a meaningful ending and lasting effect.	Not Yet	Getting Set	Can Do It
Writes a complete narrative with all six TRAILS characteristics.	Not Yet	Getting Set	Can Do It
Explains a deliberate craft choice and its effect.	Not Yet	Getting Set	Can Do It



Citizenship Connection

Good Citizens · Our Community & Country

★ Trade and Scarcity

Connect the passage's trade and scarcity context to evidence-based understanding of how people exchange resources and connect across communities.

Reflect & Discuss

Invite discussion of how exchanging resources can connect communities.

How did exchanging resources connect people?

Let's Look at an Answer!

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

LOW

Maya found a key under the bench. She tried it in a door. It opened. There were seeds inside. She planted them.

What Is Working: Includes a mystery object, ordered events, and a discovery.

What Needs Improvement: The setting is thin; thought and dialogue are absent; the important moment is rushed; the ending does not show meaning.

Let's Look at Another Answer!

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

MEDIUM

After science club, Maya found a rusty key under the garden bench. 'Ben, look at this,' she said. The key had a tag that read G-7. They went to the greenhouse and the key opened the door. Inside was a cabinet with old seeds and a note. Maya thought it was special.

What Is Working: Includes setting, relationship, dialogue, connected clues, and a discovery.

What Needs Improvement: Opening the door happens quickly; the ending tells that the experience is special without showing its meaning.

Our Strongest Answer!

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

HIGH

Wind pushed dry leaves across the school garden as Maya waited for her grandmother after science club. She sat on the wooden bench and noticed something shining beneath it. When she knelt and moved the leaves aside, she found a small brass key covered with dirt. "Ben, come look at this," Maya called to her friend. Ben crouched beside her.

★ This is our target!

Our Strongest Answer! (continued)

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

HIGH

"Maybe it opens a treasure box." Maya turned the key over in her palm. A tiny metal tag hung from it. Someone had scratched two marks into the tag: G-7. Maya looked around the garden. Seven wooden signs marked the planting beds. The last sign read Garden Plot 7.

Our Strongest Answer! (continued)

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

HIGH

They hurried to the plot and searched around the tomato plants, but they found no lock. Then Ben pointed toward the old greenhouse at the edge of the garden. "There is a seven on that door," he said. Maya's heart began to beat faster. She pushed the key into the rusty lock. At first, it would not move.

Our Strongest Answer! (continued)

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

HIGH

She brushed more dirt from the teeth of the key and tried again. Click. The door opened. Inside, they found an old wooden seed cabinet. Their teacher, Ms. Ortiz, joined them before they opened it. The bottom drawer contained several packets of seeds and a note written by a class from many years earlier.

Our Strongest Answer! (continued)

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

HIGH

Plant these for the students who come after you. Maya stared at the note. The key had not opened a chest of gold. It had opened a promise from one group of students to another. The next week, Maya and Ben planted the seeds in Plot 7.

Our Strongest Answer! (continued)

Prompt: Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

HIGH

Each time Maya passed the garden, she remembered that even a small key could connect people who had never met.

What Is Working: The response develops all six TRAILS elements with a specific setting, relationship, precise actions, useful thought and dialogue, connected clues, a slowed important moment, and a meaningful lasting effect.