

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster PREPARE

Grade 3 | Preparing to Write: choosing the writing job, genre, and plan

Module 1 One Topic, Different Writing Jobs

Module 2 Match the Writing Job to the Genre

Module 3 Plan the Path Before the Draft

Module 4 Choose, Justify, Draft, Revise, and Share

The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

One Topic, Different Writing Jobs

Grade 3 | Cluster PREPARE | Module 1

Grade: 3

Cluster: PREPARE, prepared writers begin with a decision about what their writing needs to do

Module: 1; Week 1; Low Stamina; approximately 300 words

Primary Instructional Category: Genre Selection / Narrative Writing

Module Title: One Topic, Different Writing Jobs

Content Connection / Passage Title: "The Mystery of the Traveling Shell"; recognizing when narrative fits

Primary TEKS: [3.11A\(i\)](#) (genre selection), [3.12A\(i\)](#) (narrative characteristics), [3.12A\(ii\)](#) (narrative craft)

Approximate Daily Instructional Time: Day 1: 55-60; Day 2: 50-55; Day 3: 60; Day 4: 45-50; Day 5: 50-55 minutes

Copyright: The Writing Academy®, LLC

Response Strand (7-Strand) TEKS Woven Into This Module

Use these response skills while students read, discuss, annotate, and explain the mentor narrative. The main writing targets are genre selection and narrative development.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected texts; *Day 3: connect the discovery to a familiar experience.*
- **[3.7B]** write a response to a literary or informational text that demonstrates an understanding of a text; *Day 2: record the solved case and explain the narrative.*
- **[3.7C]** use text evidence to support an appropriate response; *Day 2: justify a TRAILS placement with passage evidence.*
- **[3.7D]** retell and paraphrase texts in ways that maintain meaning and logical order; *Day 2: sequence the seven events.*
- **[3.7E]** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; *Days 1-2: DOT and TRACKS.*
- **[3.7F]** respond using newly acquired vocabulary as appropriate; *Use topic, purpose, audience, genre, and narrative in oral and written explanations.*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *Days 3 and 5: explain the important moment and lasting effect.*

1. A Little Inspiration Goes a Long Way!

Open with the prepared-writer HABIT: students name the writing job before drafting. The PREPARE Cluster precedes Cluster 1.

TEACHER SCRIPT

"You begin as a prepared writer by deciding what your writing needs to do. Before you face a blank page, you name your topic, purpose, and audience."

Connection to this week's thinking: students name topic, purpose, and audience, choose a genre, and use TRAILS when the job calls for a narrative.

2. Why This Module Matters

Students learn that one topic can support different written responses, and that the writer chooses a genre from the topic, purpose, and audience before drafting. When the purpose is to let an audience experience an event or discovery, narrative is the best response, and TRAILS develops that experience instead of listing events.

Where it fits into writing: genre selection precedes planning. After students confirm that narrative fits, they develop a topic or experience, relationship, actions/thoughts/dialogue, important moment, lesson or lasting effect, and setting.

Why it matters beyond this assignment: the same topic can support a narrative, an informative explanation, an opinion, or correspondence. Purpose and audience guide the response.

3. Module Essential / Overarching Question

How does a writer turn clues and events into a story worth following - and how do we know narrative fits the purpose?

Record students' initial thinking on Monday and return to the question on Friday.

Initial thinking (Monday): record the student's explanation.

Final thinking (Friday): record the student's explanation.

Change in thinking: note how the student now connects purpose, genre, and narrative development.

Family Communication

4. Parent Communication Purpose

Help families understand that prepared writers begin with a decision. Students name the topic, purpose, and audience and choose a genre before drafting. This is the first step of the PREPARE Cluster, which comes before Cluster 1.

How to Send It: send the preferred-language letter with the conversation starters. Invite families to practice naming a writing job aloud and choosing a genre; oral practice supports clear writing for the state writing assessment.

5. Family Letter (English)

Dear Families,

This week your student is beginning our PREPARE Cluster, the unit that comes before Cluster 1 and teaches students to prepare as writers. The big focus of this module is learning that one topic can be written about in different ways, and that a prepared writer decides what the writing needs to do before starting. Our HABIT is: prepared writers begin with a decision about what their writing needs to do. They name the topic, the purpose (what the writing must do), and the audience (who will read it), and then choose the genre - narrative, informative, opinion, or correspondence - that fits.

We are practicing with a mystery narrative called "The Mystery of the Traveling Shell," about a girl named Emsy who discovers a seashell in a museum far from the ocean and investigates how it traveled there. Your student learns that a narrative is the best choice when the purpose is to let a reader experience an event or discovery, and then uses a tool called TRAILS to develop the experience instead of just listing events. Your student is learning that a strong narrative does more than list what happened - it develops an experience with a setting, actions, thoughts, an important moment, and a lasting effect. Please try this at home: Ask your student to tell you about a small moment from the day as a story. Encourage them to include where it happened, what they did or said, and why it mattered. Celebrating their storytelling is a wonderful way to help them become confident, prepared writers!

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

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza nuestro Grupo PREPARE, la unidad que va antes del Grupo 1 y que enseña a los niños a prepararse como escritores. El enfoque principal de este módulo es aprender que un mismo tema se puede escribir de diferentes maneras, y que un escritor preparado decide qué debe lograr su escritura antes de comenzar. Nuestro HÁBITO es: los escritores preparados comienzan con una decisión sobre lo que su escritura debe lograr. Nombran el tema, el propósito (lo que la escritura debe hacer) y el público (quién la leerá), y luego eligen el género - narrativo, informativo, de opinión o correspondencia - que mejor cumple esa función.

Practicaremos con una narración de misterio llamada "The Mystery of the Traveling Shell", sobre una niña llamada Emsy que descubre una concha marina en un museo, lejos del océano, e investiga cómo llegó hasta allí. Su hijo o hija aprende que la narración es la mejor opción cuando el propósito es que el

lector viva un acontecimiento o un descubrimiento, y luego usa una herramienta llamada TRAILS para desarrollar la experiencia en lugar de solo enumerar los hechos. Su hijo o hija está aprendiendo que una buena narración hace más que enumerar lo que pasó: desarrolla una experiencia con un escenario, acciones, pensamientos, un momento importante y un efecto duradero. Por favor, intente esto en casa: Pídale a su hijo o hija que le cuente un pequeño momento del día como si fuera un cuento. Anímelo a incluir dónde ocurrió, qué hizo o dijo y por qué fue importante. ¡Celebrar su manera de contar historias es una forma maravillosa de ayudarlo a convertirse en un escritor preparado y seguro!

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

7. Family Conversation Starters

- Invite families to discuss what it means to decide what writing needs to do before starting.
- Invite a comparison of a narrative with writing that mainly explains information.
- Suggest discussing how finding a mysterious object could become a story.
- Ask families to discuss what makes an important moment feel important.
- Invite families to consider how one topic could become a story, explanation, opinion, or letter.

8. Simple Family Activities

Both activities require little or no materials and end in conversation.

Family Activity: Name the Writing Job

Invite families to choose a topic such as a pet, a trip, or a favorite meal. Have them discuss topic, purpose, and audience, then choose a story, explanation, opinion, or letter and explain why.

Family Activity: Tell the Experience

Invite families to listen to a small moment from the day as a narrative. Encourage setting, actions, a thought or line of dialogue, an important moment, and why it mattered.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates curiosity about the shell and frames the writing job.
Reveal	■ TEACH	Models the genre decision and the TRAILS elements in Emsy's experience.
Attempt	○ LEARN	Produces justified TRAILS matches and a logical sequence.
Discuss	○ LEARN	Clarifies a detail's strongest job and contrasts a list with a narrative.
Use	✓ ASSESS	Produces an independent genre justification, TRAILS plan, and short narrative.
Award	✓ ASSESS	Identifies two strengths with evidence from the student's own writing.
Target	✓ ASSESS	Names a goal, curiosity, or stress point and improves a sentence.
Explain / Educate	✓ ASSESS	Uses a student narrative to teach a TRAILS feature and why narrative fits.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster PREPARE, Module 1
Module Category	Genre Selection / Narrative Writing: Recognizing When Narrative Fits
Primary TEKS	3.11A(i) ; 3.12A(i) ; 3.12A(ii)
Primary Breakout	Select a genre from topic, purpose, and audience; use narrative characteristics and craft.
Spiral TEKS	Response skills 3.7A through 3.7G in reading, discussion, and annotation.
Recursive TEKS	3.11C(i) ; 3.11D(i) ; 3.11D(vi) ; 3.11D(viii) ; 3.11D(xxxii) ; DOT and TRACKS
Content Connection	"The Mystery of the Traveling Shell"; Emsy, Poverty Point, scarcity, rivers, and trade

Daily Lesson Time	55-60; 50-55; 60; 45-50; 50-55 minutes across Days 1-5
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Topic-Purpose-Audience-Genre chart; TRAILS case file and planner; short narrative; Award/Target reflection; My Progress Tracker
Formal Assessment Product	Student Exit Ticket; independent genre justification, TRAILS plan, and short narrative

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will use topic, purpose, and audience to decide that narrative is the best response genre, then plan and develop a short narrative using TRAILS.

I Will Statements

- 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 Statements

- 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."

CLASS SLIDE

Display the Module Slide 1 learning statements at launch. Students name the writing job before selecting narrative and planning with TRAILS.

13. Success Criteria

Use these criteria to make successful work visible before students begin.

- Students name topic, purpose, and audience.
- Students select narrative when the purpose is to let a reader experience a discovery.
- Students distinguish the passage genre from the response genre.
- Students establish setting, character, and actions in logical order.
- Students include a thought or dialogue, an important moment, and a lasting effect.
- The narrative can be followed by a reader who was not there.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- A completed Topic-Purpose-Audience-Genre chart with a justified choice.
- Day 2: TRAILS-sorted details with explanations and seven events in logical order.
- Day 3: an independent short narrative about finding a mysterious object.
- Day 4: two evidence-based awards, a specific target, and a revised sentence.
- Day 5: an Author-Educator explanation, exit ticket, and progress reflection.

15. TEKS Correlations

Primary targets are [3.11A\(i\)](#), [3.12A\(i\)](#), and [3.12A\(ii\)](#). The lesson plan uses instructional breakout labels; retain those labels for the focused lesson targets. Section 26 gives the complete official parent expectations.

TEKS	Strand	Student Expectation (lesson plan breakout wording)	Where Taught	Where Practiced	Where Assessed
3.11A(i)	Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1	Days 1-3	Day 3 justification and plan
3.12A(i) ; 3.12A(ii)	Narrative genre and craft	compose literary texts, including personal narratives, using genre characteristics; compose literary texts, including personal narratives, using craft	Days 1-2	Days 2-5	Day 3 narrative; Day 5 explanation
3.11C(i)	Revision	revise drafts to improve sentence structure by adding ideas	Days 3-4	Days 3-4	Revised narrative sentence
3.11D(i) ; 3.11D(vi)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; edit drafts using standard English conventions, including singular nouns	Day 3	Days 3-5	Standards application check
3.11D(viii) ; 3.11D(xxxii)	Editing	edit drafts using standard English conventions, including common nouns; edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 3	Days 3-5	Standards application check

The revision and editing breakouts are applied to students' own narratives. These targets support the genre decision and developed experience.

16. Standards Coverage Matrix

Use the lesson plan's focused breakouts to track genre selection, narrative development, revision, and editing. Reading responses provide supporting evidence.

Classification	TEKS	Student Expectation / Instructional Focus	Where It Occurs
PRIMARY	[3.11A(i)]	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-3; independent genre decision
PRIMARY	[3.12A(i)]	compose literary texts, including personal narratives, using genre characteristics	Days 1-5; TRAILS and narrative
PRIMARY	[3.12A(ii)]	compose literary texts, including personal narratives, using craft	Days 3-4; narrative craft
RECURSIVE	[3.11C(i)]	revise drafts to improve sentence structure by adding ideas	Days 3-4; add an idea
RECURSIVE	[3.11D(i)]	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Days 3-5; sentences and agreement
RECURSIVE	[3.11D(vi)]	edit drafts using standard English conventions, including singular nouns	Days 3-5; singular nouns
RECURSIVE	[3.11D(viii)]	edit drafts using standard English conventions, including common nouns	Days 3-5; common nouns
RECURSIVE	[3.11D(xxii)]	edit drafts using standard English conventions, including correct spelling of high-frequency words	Days 3-5; high-frequency spelling
SPIRAL	[3.7A]; [3.7B]	Personal connections and responses showing text understanding	Day 3 discussion; Day 2 case file
SPIRAL	[3.7C]; [3.7D]	Evidence, retelling, and logical order	Day 2 evidence sort and sequence
SPIRAL	[3.7E]	Meaningful annotation and notetaking	DOT and TRACKS
SPIRAL	[3.7F]; [3.7G]	Vocabulary and discussion of ideas important to meaning	Oral justification; Days 3 and 5
RECURSIVE	DOT / TRACKS / TRAILS	Vocabulary, evidence, and narrative development routines	Anchor charts and all five days

17. ELPS Correlations

Use the lesson plan ELPS correlations for the actual language demands: justify a genre, use content-area vocabulary, and develop a short narrative. Instructional breakout wording is retained.

ELPS	Domain	Language Pattern	Student Expectation (lesson plan breakout)	Day Addressed
4(C)(ii)	Writing	Content-Area Vocabulary	Write using content-area vocabulary.	Days 1, 3, and 5
4(D)(i)	Writing	Sentence Lengths	Write using a variety of grade-appropriate sentence lengths.	Days 3 and 4
4(D)(iii)	Writing	Connecting Words	Write using a variety of grade-appropriate connecting words.	Days 2 and 3
4(F)(i)	Writing	Purposeful Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Days 3, 4, and 5
4(B)(ii)	Writing	Spelling	Spell words following conventional spelling rules.	Days 3-5
4(C)(i)	Writing	High-Frequency Words	Write using high-frequency words.	Days 3-5; teacher reference
4(D)(ii); 4(E)(ii)	Writing	Sentence Types and Grammar	Write using a variety of grade-appropriate sentence types; write formal or informal text using grammatical structures.	Days 3-5

ELPS Woven Into Intervention

ELPS	Domain	Student Expectation	Day Addressed
4(C)(ii)	Writing	Write using content-area vocabulary.	Intervention, after Day 3
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Student Expectation	Day Addressed
4(D)(iii)	Writing	Write using a variety of grade-appropriate connecting words.	Enrichment, after Day 4
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while opening language access as emergent bilingual students select a genre and develop a short narrative.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Use gestures and icons to support pointing to genre cards and TRAILS elements.
Beginning	Have students sort detail cards and point to the TRAILS label before speaking.
Intermediate	Provide oral rehearsal of a genre decision and its reason.
High Intermediate	Support an explanation of a TRAILS element with an evidence-based frame.
Advanced	Have students rehearse a short narrative before writing.

Language Supports

- Display Topic-Purpose-Audience-Genre and TRAILS charts.
- Have partners rehearse topic, purpose, audience, and a justified genre decision before writing.
- Read the writing situation aloud, clarify vocabulary, and keep the student responsible for the genre choice.
- Teacher Script: "You can rehearse with these frames: The topic is _____. The purpose is _____. The audience is _____. The best genre is _____ because _____."
- Teacher Script: "After you choose narrative, you can rehearse: The setting is _____. The important moment is _____. The lasting effect is _____."

Evidence of access: students may use gestures, icons, word banks, and oral frames; each student still chooses the genre and develops the narrative independently.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear writing situations and identify the purpose before naming a genre.
Speaking	Students orally justify the genre using topic, purpose, and audience before writing.
Reading	Students read "The Mystery of the Traveling Shell" and mark details that develop Emsy's discovery.
Writing	Students move from an oral genre decision to a TRAILS plan and a developed short narrative.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read or repeat a writing situation, provide anchor charts and an oral frame.	Choose the genre, place a detail under TRAILS, supply narrative decisions, or write the response.

Students must still decide whether narrative fits the writing job and develop the experience themselves.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify topic, purpose, audience, and TRAILS elements.	Supported; passage may be read aloud twice.	

			Accurate writing-job identification and detail matches.
Inferential	Explain why narrative fits and how a detail develops the experience.	Guided on Days 1-2; independent by Day 5.	Justification connects purpose, genre, and a narrative move.
Evaluative	Judge whether a response develops an experience or lists events.	Partner discussion on Day 3; independent by Day 5.	Explanation identifies missing thoughts, setting, or important moment.
Synthesis	Plan and revise a short narrative and justify the genre.	Independent after guided practice.	Developed narrative and a sentence revised for clarity.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	The student retells the experience.	Experience and Events
Emergent (Orange)	Why was it written this way?	The student explains the writer's purpose.	Purpose and Genre
Visible (Yellow)	Why does this detail matter in the passage?	The student explains how a detail develops the experience.	Craft and Contribution
Independent (Green)	Why does this matter personally?	The student applies the narrative move in independent writing.	Personal Meaning and Application
Reflective (Blue)	Why does this matter to everyone?	The student explains how narrative helps readers understand experiences.	Universal Meaning and Purpose

Module progression: recall the writing job and TRAILS; sort details and select a genre; explain why narrative fits; plan and revise a developed experience.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The passage genre is the response genre.	Historical facts may lead the teacher to label the passage informative.	Point to Emsy's actions, thoughts, and important moment; consider the main purpose.
Genre choice is a quick matching game.	A fast genre label may replace a reasoned decision.	Require topic, purpose, audience, and an oral justification first.
A narrative is just events in order.	An ordered list may be accepted as a developed narrative.	Look for setting, thought or dialogue, important moment, and lasting effect.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Facts make a passage informative.	The student labels the shell narrative informative.	Reread a line showing Emsy's experience and ask about purpose.
Any ordered list is a narrative.	The response lists seeing a shell, reading a map, and solving the mystery.	Prompt for a setting, thought, and developed important moment.
Genre comes before purpose.	The student chooses a genre and invents a purpose afterward.	Cover genre cards until the student names topic, purpose, and audience.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Target: [3.11A(i)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; [3.12A(i)] compose literary texts, including personal narratives, using genre characteristics; [3.12A(ii)] compose literary texts, including personal narratives, using craft. Students select narrative before using TRAILS to develop the experience.

26. How I Say the Standard!

TEKS says: full official expectations for the targets	How I say it
[3.11A] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; [3.12A] compose literary texts, including personal narratives and poetry, using genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: [3.11D(i)] complete simple and compound sentences with subject-verb agreement; [3.11D(ii)] past, present, and future verb tense; [3.11D(iii)] singular, plural, common, and proper nouns; [3.11D(iv)] adjectives, including their comparative and superlative forms; [3.11D(v)] adverbs that convey time and adverbs that convey manner; [3.11D(vi)] prepositions and prepositional phrases; [3.11D(vii)] pronouns, including subjective, objective, and possessive cases; [3.11D(viii)] coordinating conjunctions to form compound subjects, predicates, and sentences; [3.11D(ix)] capitalization of official titles of people, holidays, and geographical names and places; [3.11D(x)] punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and [3.11D(xi)] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teacher Script: "You name your topic, purpose, and audience, choose a genre, and plan before drafting. When narrative fits, you develop an experience with TRAILS. You revise by adding a useful idea and edit your sentences, nouns, and spelling." Official wording: Texas Education Agency, Grade 3 TEKS, §110.5(b), June 2024. Teach the focused lesson plan breakouts in section 15; the complete parent expectations here retain their official numbering and wording.

27. This Week I Can...

Teacher Script: "You can name the writing job, choose narrative when the purpose is to develop an experience, and plan a short narrative with TRAILS."

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Listen to or read a short passage and retell events in order.
- Recognize a writing job as a task with a topic, purpose, and audience.
- Compose a complete simple sentence with subject-verb agreement.
- Use DOT to mark unfamiliar vocabulary.
- Identify details that reveal a character's actions, thoughts, or discoveries. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"You have 60 seconds to tell your partner about a small moment. Name where it happened, what you did, and why it mattered."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
topic	What the writing is about.	Have students name the mysterious object or experience.
purpose	What the writing must do.	Have students identify whether the reader should experience a discovery.
audience	The person or people who receive the writing.	Have students name the readers before selecting a genre.
genre	The kind or form of writing.	Have students justify narrative before planning with TRAILS.

31. Conventions Connection

Apply editing inside the Day 3 narrative: check complete simple sentences and subject-verb agreement (**[3.11D(i)]**), singular nouns (**[3.11D(vi)]**), common nouns (**[3.11D(viii)]**), and high-frequency spelling (**[3.11D(xxii)]**). Have students add one useful idea to improve a sentence's structure or clarity (**[3.11C(i)]**).

32. Writing Connection

Prepared writers first name topic, purpose, and audience. They select narrative when the reader should experience a discovery, then use TRAILS to plan setting, character connections, actions/thoughts/dialogue, an important moment, and a lasting effect.

33. Watch Out!

Common misconception: historical facts make the shell passage informative, or an ordered list is a complete narrative. **Teacher move:** return to the writer's purpose and the details that let the reader follow Emsy's changing understanding.

34. Ready Check

Read a writing job about finding something unexpected. Have students name the topic, purpose, and audience before choosing a genre. Use responses to determine who needs the genre cards, oral rehearsal, and a three-box TRAILS planner.

35. Teacher Look-Fors

- Students name topic, purpose, and audience before genre.
- Students justify narrative when a reader should experience a discovery.
- Students separate the passage's genre from the assigned response genre.
- Students develop a setting, actions, thoughts or dialogue, an important moment, and a lasting effect.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Before you begin, preview words that help you decide what your writing needs to do and follow Emsy's discovery."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"You use these everyday words to notice, wonder, and talk about an experience."

Word	Student-Friendly Definition	Oral Rehearsal Frame
decide	To make up your mind about what to do.	Teacher Script: "You can complete this frame: 'First I will _____ what my writing needs to do.'"
choose	To pick one thing from a group.	Teacher Script: "You can complete this frame: 'I can _____ the genre that fits the job.'"
reader	The person who will read the writing.	Teacher Script: "You can complete this frame: 'My _____ needs to experience the moment.'"
notice	To pay attention to something.	Teacher Script: "You can complete this frame: 'I _____ a detail that begins a mystery.'"
wonder	To ask yourself a question.	Teacher Script: "You can complete this frame: 'The shell makes me _____ how it traveled so far.'"
clue	A detail that helps solve a mystery.	Teacher Script: "You can complete this frame: 'Emsy's first _____ was the shell itself.'"
order	The way events are arranged from first to last.	Teacher Script: "You can complete this frame: 'I put the events in _____ so they make sense.'"
moment	A short, important point in time.	Teacher Script: "You can complete this frame: 'The important _____ changes what Emsy understands.'"
detail	A small piece of information.	Teacher Script: "You can complete this frame: 'I add a _____ so the reader can picture the setting.'"
experience	Something that happens to a person.	Teacher Script: "You can complete this frame: 'A narrative helps the reader live the _____.'"
Oral rehearsal	Revisit the vocabulary in connected speech.	Teacher Script: "You can name a topic and tell what your writing needs to do."
Application		

	Check that students use the words to explain a decision.	Teacher Script: "You can explain how your chosen genre fits the job."
--	--	---

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"You use these writing words to name the job, choose a genre, and plan before drafting."

Word	Student-Friendly Definition	Oral Rehearsal Frame
genre	The kind or form of writing.	Teacher Script: "You can complete this frame: 'The _____ that fits this job is narrative.'"
topic	What the writing is about.	Teacher Script: "You can complete this frame: 'My _____ is finding a mysterious object.'"
purpose	What the writing must do.	Teacher Script: "You can complete this frame: 'My _____ is to let the reader experience the discovery.'"
audience	The person or people who will receive the writing.	Teacher Script: "You can complete this frame: 'My _____ is the other readers in my class.'"
narrative	Writing that tells about an experience or story.	Teacher Script: "You can complete this frame: 'I chose a _____ so the reader can follow the character.'"
informative	Writing that explains information.	Teacher Script: "You can complete this frame: 'An _____ response would mainly explain the facts.'"
opinion	Writing that states a viewpoint.	Teacher Script: "You can complete this frame: 'An _____ response would state what I think is best.'"
correspondence	Writing sent directly to a person, such as a letter.	Teacher Script: "You can complete this frame: 'A _____ response would be a letter to the museum.'"
brainstorm	To think of many ideas before writing.	Teacher Script: "You can complete this frame: 'I _____ possible mystery objects before I plan.'"
plan	To decide the parts before drafting.	Teacher Script: "You can complete this frame: 'I _____ my narrative with TRAILS before I write.'"
Oral rehearsal	Revisit the vocabulary in connected speech.	Teacher Script: "You can name a topic and tell what your writing needs to do."
Application	Check that students use the words to explain a decision.	Teacher Script: "You can explain how your chosen genre fits the job."

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"You will meet these words in the passage. When you understand them, you can follow the shell mystery more clearly."

Word	Say It This Way	Student-Friendly Definition
coastal	KOHS-tul	Near the coast or ocean. Teacher Script: "You can complete this frame: 'The shell came from a _____ area.'"
inland	IN-land	Away from the coast. Teacher Script: "You can complete this frame: 'Poverty Point is _____, far from the ocean.'"
artifact	AR-tuh-fakt	An object that tells us something about people from the past. Teacher Script: "You can complete this frame: 'The shell is an _____ from long ago.'"
trade	TRAYD	Exchanging something a person has for something someone else has. Teacher Script: "You can complete this frame: 'People used _____ to move goods along the rivers.'"
scarcity	SKAIR-suh-tee	When there is not an unlimited amount of what people want or need. Teacher Script: "You can complete this frame: '_____ gave people a reason to trade.'"
archaeologist	ar-kee-OL-uh-jist	A scientist who studies objects from people of the past. Teacher Script: "You can complete this frame: 'An _____ discovered copper at Poverty Point.'"
pattern	PAT-urn	A set of details that repeat or connect. Teacher Script: "You can complete this frame: 'Several distant objects form a _____.'"
distant	DIS-tunt	Far away. Teacher Script: "You can complete this frame: 'The copper came from a _____ place.'"
museum	myoo-ZEE-um	A place that keeps and displays important objects. Teacher Script: "You can complete this frame: 'Emsy knelt beside the display case at the _____.'"
evidence	EV-uh-duns	Details that support an idea or claim. Teacher Script: "You can complete this frame: 'Emsy listed her _____ under her final claim.'"
Oral rehearsal	Model, then invite repetition.	Teacher Script: "You can explain why a coastal shell found inland creates a mystery."
Application	Return to the passage.	Teacher Script: "You can connect scarcity, trade, and the evidence Emsy gathers."

Use the Teach BIG Academic Vocabulary Companion App for additional academic-word practice.

39. Background Knowledge & Teacher Context

Passage context: Emsy notices a smooth white seashell in a museum display. It was found at inland Poverty Point. Coastal origin, distance, major rivers, and other distant materials such as copper lead her to infer long-distance trade. Scarcity explains why people traded.

Prepared-writer context: the PREPARE Cluster comes before Cluster 1. Students name topic, purpose, and audience before choosing narrative, informative, opinion, or correspondence.

Narrative context: facts can appear inside a narrative. The shell passage develops Emsy's experience through noticing, questioning, investigating, recognizing a pattern, and understanding the past.

The Prepared-Writer HABIT

Before drafting, have students circle the topic, box the purpose, and underline the audience. After selecting narrative, they use TRAILS to develop the experience. Allow brainstorming, freewriting, or mapping when independent planning is the goal.

40. Materials Needed

Category	Items
Core print materials	Low-stamina passage; student notebooks; Topic-Purpose-Audience-Genre and TRAILS charts
Activity / game materials	Genre cards; six TRAILS mats; twelve evidence cards; seven sequence cards; Important Moment marker; Case Solved sheet; optional magnifying glass piece
Writing materials	Pencils, colored pencils, sticky notes, narrative planners
Assessment materials	Independent narratives; Award Cards; Award/Target sheets; Author-Educator and Listener Cards; exit ticket and tracker
Technology	Projector or board for the Daily Deck
Accessibility supports	Shell or shell image; cloth or box; NOTICE/WONDER chart; gestures, icons, word banks, and oral frames

41. Preparation Before Day 1

- ☐ Prepare the Topic-Purpose-Audience-Genre chart and six-part TRAILS chart.
- ☐ Prepare Narrative, Informative, Opinion, and Correspondence response cards.
- ☐ Prepare six TRAILS mats, twelve evidence cards, seven sequence cards, and a Case Solved sheet for each group.
- ☐ Copy the low-stamina "The Mystery of the Traveling Shell" passage exactly as printed in section 47.
- ☐ Hide a shell or shell image beneath a cloth or inside a box; prepare a NOTICE/WONDER chart.
- ☐ Set out planners, notebooks, writing tools, Award/Target sheets, and Author-Educator materials.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	55-60	G Gather + R Reveal	Build curiosity; read the passage; model genre selection and TRAILS.
Day 2	50-55	A Attempt	Play TRAILS Mystery Case File; justify matches and sequence events.
Day 3	60	D Discuss + U Use	Discuss the game for 15-20 minutes; plan and write independently for 40-45 minutes.
Day 4	45-50	A Award + T Target	Identify evidence of growth and a goal, curiosity, or stress point; revise a sentence.
Day 5	50-55	E Explain / Educate Others	Run Author-Educator Circles; teach a TRAILS feature with evidence; reflect.

43. Tiny Times Transition

Use Purpose Signal Freeze as a quick movement routine under one minute whenever activities change or before a new writing task.

- Teacher Script: "You will hear a writing job. Freeze and show the purpose with a signal."
- Read a brief writing job, such as telling about finding something strange.
- Use trail hands for narrative, open-book hands for informative, thumbs-to-heart for opinion, and a pretend envelope for correspondence.

- Have partners name the purpose and justify a genre. Repeat two or three jobs, then return to work.

Citizenship & Content Connection

44. The Citizenship Connection

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

Element	This Module
Suitability	The shell mystery provides a passage-based connection to how communities obtained resources.
Focus	Scarcity, trade, and learning about people from the past.
Historical / Content Connection	In the passage, a coastal shell and distant copper found at Poverty Point suggest long-distance trade; rivers could have supported travel.
Perspective Connection	An object helps Emsy connect with people who lived long ago.
Literacy-to-Citizenship Connection	Writers choose a form that helps their intended audience understand an experience or information.
Citizenship Question	Invite discussion of how trading resources can connect people in different places.
Teacher Script	<i>Teacher Script: "You can follow the shell's clues to think about how people shared resources and became connected across places."</i>
Accuracy / Source Note	Keep claims tied to the passage. Emsy concludes that the shell probably arrived through trade; the passage presents evidence for an inference.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Name the Writing Job

Circle	Box	Underline
Topic: what the writing is about	Purpose: what the writing must do	Audience: who receives it

Purpose and Genre Compass

Writing Job	Purpose Signal	Genre Choice
Develop an experience	Let the reader follow an event or discovery.	Narrative; then use TRAILS.
Explain, state a viewpoint, or address a recipient	Explain information; state an opinion; communicate directly to a person.	Informative; opinion; correspondence, according to the assigned job.

TRAILS Narrative Thinking Chart

Letter	Narrative Part	What It Means
T	Topic or Experience	The full experience: Emsy investigates how the shell traveled to Poverty Point.
R	Relationship	The shell and clues connect Emsy with people from long ago.
A	Actions, Thoughts, and Dialogue	Emsy writes, traces the map, asks questions, speaks, and thinks.
I	Important Moment	Emsy recognizes a pattern among objects from distant places.
L	Lesson or Lasting Effect	A small object reveals a large story about the past.
S	Setting	A present-day museum connected through evidence to Poverty Point and the past.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"You begin by deciding what your writing needs to do. Name your topic, purpose, and audience. When narrative fits, you use TRAILS. While reading, you use DOT: Dot an unfamiliar word, Discover its meaning, and Drop the dot when you know it."

CLASS SLIDE

Display the prepared-writer sequence: TOPIC → PURPOSE → AUDIENCE → GENRE → PLAN. Keep the DOT reminder visible: Dot the word. Discover the meaning. Drop the dot.

Teacher Encouragement Script: "You notice new words, discover their meanings, and celebrate when you know them. Each decision helps you prepare to write."

CREATE THE ANCHOR CHART

Build the Topic-Purpose-Audience-Genre chart beside TRAILS. Model the shell topic, a purpose of experiencing the discovery, and an audience of mystery readers. Select narrative, then model all six TRAILS elements.

47. Student Source Passage(s)

Teacher passage-use note: use this exact low-stamina selection for whole-group reading, passage-dependent cards, examples, and answer guidance. Read the two continuous panels in numbered order.

The Mystery of the Traveling Shell (Stamina: Low)

[1] Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.
[2] “That’s strange,” she whispered. “Why would a seashell be here?”
[3] The label said the shell had been found at Poverty Point, far from the ocean.
[4] Emsy pulled out her notebook. “Mystery number one: How did this shell travel so far?”
[5] Her first clue was the shell itself.
It came from a coastal area, but Poverty Point was inland.
[6] Her second clue was a map.
Emsy traced the distance from the coast to Poverty Point with her finger.
“That is much too far for a shell to roll by itself,” she said.
[7] Her third clue was even more interesting.
The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.
[8] Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.

The Mystery of the Traveling Shell (continued)

[9] “One traveling object could be an accident,” Emsy thought.
“But several objects from distant places make a pattern.”
[10] She wrote one last question in her notebook: Why would people bring these things so far?
[11] The answer was scarcity.
People did not always have every resource they wanted or needed where they lived.
They could trade what they had for valuable goods from other places.
[12] Emsy smiled and
wrote
her
final
claim:
[13]
The seashell probably reached Poverty Point through long-distance trade.
[14] Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too.
[15] Mystery solved.
[16] Emsy looked at the shell again.
It was more than an object.
[17] It was a clue from the past and a story waiting to speak.

48. Student Annotation Guide

Use TRACKS to annotate evidence, then explain how those details develop the narrative. **3.7E**

The Mystery of the Traveling Shell: Evidence

TRACKS	Evidence
T Time	People at Poverty Point traveled along rivers; a clue from the past.
R Reactions	“That’s strange,” she whispered; Emsy smiled; Mystery solved.
A Actions	Knelt by the case; pulled out her notebook; traced the map; listed evidence.
C Character, Concept, Creature	Emsy; Poverty Point; archaeologists; scarcity; trade.
K Key Knowledge	Resources were not always available locally; distant copper and shells support trade.
S Scenery / Setting	Museum display case; smooth white shell; inland Poverty Point; Mississippi and Ohio Rivers.

The Mystery of the Traveling Shell: Meaning

TRACKS	Evidence and Contribution
T Time	Lines [7], [8], [17]: connect the present investigation to the past.
R Reactions	Lines [2], [9], [12], [15]: show curiosity, realization, and satisfaction.
A Actions	Lines [1], [4], [6], [10], [14]: make the investigation visible.
C Character, Concept, Creature	Emsy follows clues about Poverty Point; scarcity explains trade.
K Key Knowledge	Lines [8], [11], [13], [14]: support the claim about long-distance trade.
S Scenery / Setting	Lines [1], [3], [5], [7]: establish the museum and geography of the mystery.

49. TRACKS Evidence Highlighting

Preview the passage, then have students TAP the TRACKS to mark six kinds of evidence. Keep prompt shapes separate: circle topic, box purpose, and underline audience. **3.7E**

Use the same TRACKS categories and color labels. This black-and-white layout retains the color names for teachers using highlighters.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Teacher guidance: use the evidence and meaning tables in section 48 with the exact passage in section 47. Students produce their own annotations and explain how a detail develops Emsy’s experience.

50. Five-Day GRADUATE Lesson

Follow the GRADUATE cycle from a modeled genre decision through independent writing, evidence-based reflection, and explanation. Keep the lesson plan's daily timing and low-stamina passage.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: build curiosity about the shell, read the mentor passage, and model how topic, purpose, and audience lead to narrative and how TRAILS develops the experience.

Standard	Focus
TEKS	[3.11A(i)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; [3.12A(i)] compose literary texts, including personal narratives, using genre characteristics
ELPS	4(C)(ii) write using content-area vocabulary; 4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER ■ TEACH

CLASS SLIDE

Module Launch (M1-01): display PREPARE, Module 1, Low Stamina, and the topic-purpose-audience genre decision. Review the I Will and I Can learning statements.

TEACHER SCRIPT

"You will look closely at an unusual object. First, notice what you can observe. Then wonder about it. Turn to your partner and tell what you notice and what you wonder. As you follow Emsy's story, listen for what she notices, what she does, and what she understands by the end."

CLASS SLIDE

Reading Purpose (M1-02): display "The Mystery of the Traveling Shell." Have students follow the discovery and notice details that could support different responses.

Reveal a hidden shell. Record NOTICE/WONDER responses after one minute of partner talk. Preview coastal, inland, artifact, trade, and scarcity. Read the complete passage aloud while students follow and DOT unfamiliar words. Have partners explain Emsy's initial question and final understanding. **[3.7E]**

CLASS SLIDE

Display NOTICE and WONDER; collect observations separately from questions. Have students rehearse Emsy's initial thought and final understanding.

REVEAL ■ TEACH

CLASS SLIDE

Genre Compass: TOPIC, PURPOSE, AUDIENCE, GENRE. After selecting narrative, switch to TRAILS.

CLASS SLIDE

Display the model decision: a mysterious shell; let readers experience a discovery; mystery readers; narrative.

TEACHER SCRIPT

"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. 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 the writing job before TRAILS: topic, a mysterious shell; purpose, letting readers experience a discovery; audience, readers who enjoy mysteries. Circle the topic, box the purpose, and underline the audience. Explain why narrative fits.

3.11A(i)

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

TRAILS model: T, investigate the shell's journey; R, connect Emsy through the shell to people from long ago; A, observe, write, trace, question, speak, and think.

Reread lines [1]-[4]. 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.

Important Moment: line [9] changes Emsy's thinking. Several distant objects form a pattern; the shell is no longer an isolated curiosity.

Lasting Effect and Setting: lines [16]-[17] show an object becoming a clue from the past. The immediate setting is a present-day museum; the evidence connects it to Poverty Point, the coast, and rivers.

Connect the Genre Decision to TRAILS

CLASS SLIDE

TRAILS model: I, several distant objects make a pattern. Have students locate line [9] and explain why it changes Emsy's thinking.

CLASS SLIDE

TRAILS model: L, a small object reveals a large story about the past; S, a present-day museum connected through evidence to Poverty Point.

CLASS SLIDE

Guided oral check: museum case → S; tracing the map → A; pattern realization → I; a story about the past → L; investigation → T; connection to past people → R.

Contrast the narrative with a short list of facts about shells and trade. Facts appear inside the story, but its purpose is to let readers follow Emsy's changing understanding. Ask students to explain what a narrative adds beyond ordered events.

3.12A(i)

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Have students match the museum, map tracing, pattern realization, past connection, investigation, and ending to TRAILS. Use Fist to Five to gauge confidence in choosing narrative from the writing job.

Misconception / teacher move: if facts lead a student to label the passage informative, reread Emsy's action, thought, and realization and return to purpose.

Access: read aloud and display genre/TRAILS charts. Students still justify the choice. **Product:** a writing-job chart and marked mentor passage. Close with a partner explanation of why a narrative is more than a list.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: GROUPS OF 3-4 | 15 MINUTES | ○ LEARN

Day Purpose: students attempt TRAILS Mystery Case File, matching passage evidence to narrative elements and sequencing the major events.

Standard	Focus
TEKS	3.12A(i) compose literary texts, including personal narratives, using genre characteristics; 3.11A(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
ELPS	4(C)(ii) write using content-area vocabulary; 4(D)(iii) write using a variety of grade-appropriate connecting words

ATTEMPT ○ LEARN

CLASS SLIDE

Attempt: TRAILS Mystery Case File. First confirm the writing job; then sort the twelve evidence cards and justify every placement.

CLASS SLIDE

Teacher Script: "You will draw a card, think, locate its evidence, and explain your match. If you disagree, you can explain another placement respectfully before your group reaches agreement."

Assign Reader, Evidence Finder, Explainer, and Checker roles; combine Checker and Evidence Finder in a group of three. Set out six mats, twelve shuffled evidence cards, seven sequence cards, an Important Moment marker, and a Case Solved sheet. First confirm the writing job and narrative choice. For each evidence card, allow thinking time, locate passage evidence, explain the strongest match, and reach agreement before drawing again.

GAME MATERIALS

Prepare six TRAILS mats; twelve evidence cards; seven sequence cards; Important Moment marker; Case Solved sheet; optional magnifying glass piece; pencils.

Round One Evidence Cards and Answer Key (Teacher Reference)

Card	Evidence Card	Best Match and Reason
1	Emsy tries to discover how the shell reached Poverty Point.	T: names the central experience.
2	A seashell has been found far from the ocean.	T: establishes the mystery.
3	The shell creates a connection between Emsy and people from long ago.	R: connects the character to past people.
4	Emsy begins to see the artifact as a message from the past.	R: changes the relationship to the artifact.
5	Emsy pulls out her notebook and writes a question.	A: shows an action.
6	"That is much too far for a shell to roll by itself," Emsy says.	A: shows dialogue and thinking.
7	Emsy notices that both the shell and copper came from distant places.	I: moves toward the turning-point realization.
8	Emsy realizes that several faraway objects form a pattern.	I: states the major realization.
9	Emsy learns that a small object can reveal a large story.	L: shows what Emsy learns.

10	The shell becomes more than an object; it becomes a clue from the past.	L: shows the lasting change.
11	The story begins beside a museum display case.	S: immediate setting.
12	The investigation connects the museum to inland Poverty Point, the coast, and major rivers.	S: geographic and historical context.

Round Two: use seven sequence cards: A, Emsy sees the shell; B, she learns coastal origin versus inland location; C, she traces distance on the map; D, she notices rivers; E, she learns about distant copper; F, she understands scarcity; G, she concludes long-distance trade. Correct order: A → B → C → D → E → F → G. Place the Important Moment marker near E and explain the pattern realization in line [9]. Optional Missing Clue challenge: remove a card and ask which missing event breaks the chain of understanding.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Listen for a reason supported by the passage after every placement. Ask whether a detail names the full experience, shows an action, locates the setting, or changes understanding.

Misconception / teacher move: a card can fit more than one TRAILS category. Accept an alternative supported by a strong explanation of the detail's job; do not accept a match based only on how it sounds.

Access: read cards aloud and provide icons or oral frames. Students still choose and defend placements. **Product:** sorted evidence, ordered events, a marked important moment, and Case Solved explanation. Close by saving one disagreement to discuss on Day 3.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: discuss what the game revealed for 15-20 minutes, then use the skill independently for 40-45 minutes to plan and write a short mystery narrative.

Standard	Focus
TEKS	[3.12A(i)] compose literary texts, including personal narratives, using genre characteristics; [3.12A(ii)] compose literary texts, including personal narratives, using craft; [3.11C(i)] revise drafts to improve sentence structure by adding ideas
ELPS	4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

DISCUSS ○ LEARN

CLASS SLIDE

Discuss the Decision (M1-06): use a passage detail that could support different genres; have students explain why the assigned purpose makes narrative appropriate.

TEACHER SCRIPT

"You may have placed the shell-and-copper detail under Actions or Important Moment. What is the strongest job you think it performs, and what evidence supports your choice?"

Expected thinking: noticing the shell and copper is an action, but recognizing their pattern contributes most strongly to the important moment because it changes Emsy's understanding.

TEACHER SCRIPT

"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?"

CLASS SLIDE

Display four discussion lenses: action or important moment; relationship; logical sequence; list versus developed narrative.

PERSONAL CONNECTION QUESTION (DISCUSS) 3.7A

Invite students to connect Emsy's discovery to a moment of finding something unexpected. Return to the narrative details and how they help a reader experience that moment.

Discuss relationship: Emsy can connect to an object and people from the past without another present-day character. Discuss sequence: clues precede a conclusion. Display the ordered list of seeing a shell, studying a map, seeing rivers, learning about copper, and solving the mystery. Have students identify the missing setting detail, thought/dialogue, important moment, and meaningful ending.

USE (Independent Short Narrative) ✓ ASSESS**CLASS SLIDE**

Independent Use (M1-07): display the mystery-object task. Require topic, purpose, audience, and a narrative justification before the TRAILS plan.

Step 1: have students record topic, purpose, audience, and why narrative fits before drafting. The audience is classmates or other readers who should experience the discovery. **3.11A(i)**

Step 2: offer mystery objects: rusty key beneath a playground bench, shiny button in an old library book, coin under tree roots, feather in a classroom drawer, tiny map in a lunchbox, photograph behind a museum sign, shell in a field, or an independently chosen object. Students choose their own object and character.

Step 3: students complete the TRAILS planner: experience; relationship; actions/thoughts/dialogue; important moment; lasting effect; setting. Model planning decisions with Maya, Eli, a garden key, and a Room 12 tag without supplying a complete response for students to copy.

Step 4: students write approximately six to eight developed sentences. Completeness matters more than the exact count. Confer about setting, first action, thought or speech, the clue, changed understanding, and the ending. Midway, have students locate the important moment and develop it if missing. **3.12A(i)**

3.12A(ii)

CLASS SLIDE

Teacher Script: "You will place your character somewhere specific, let the character notice the object, and show an action, thought, or dialogue. Slow down at the clue and end with changed thinking or feeling."

Independent Genre-and-TRAILS Check

Possible teacher model: 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. Maya had not found treasure, but she had discovered that one small object could begin a very big mystery. Evidence: the Room 12 tag changes Maya's understanding; the ending shows the experience's lasting effect.

WRITING REQUIREMENT 3.7F

Have students use vocabulary naturally when justifying the genre and developing the narrative. Do not substitute a word count for the narrative criteria.

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Collect the writing-job justification, TRAILS planner, and independent narrative. Look for setting, character, logical actions, thought/dialogue, an important clue, and a lasting effect.

Misconception / teacher move: correct sequence alone is not enough. Have the writer slow down at the clue and add what the character thinks, says, or realizes.

Access: allow the TRAILS chart, choice cards, and personal planner. Object, character, clues, and sentences remain independent choices. **Standards application:** students add a useful idea to one sentence, then check completeness, agreement, singular/common nouns, and high-frequency spelling. [3.11C\(i\)](#) [3.11D\(i\)](#) [3.11D\(vi\)](#) [3.11D\(viii\)](#) [3.11D\(xxii\)](#) Save the narrative in the writing folder.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: INDEPENDENT, THEN PARTNERS | 15 MINUTES
| ✓ **ASSESS**

Day Purpose: students find evidence of growth in their independent narratives and identify a specific goal, curiosity, or stress point for further work.

Standard	Focus
TEKS	3.12A(ii) compose literary texts, including personal narratives, using craft
ELPS	4(E)(ii) write formal or informal text using grammatical structures

AWARD ✓ **ASSESS**

CLASS SLIDE

Award the Genre Match (M1-09): have students identify evidence that the response works as a narrative and develops an experience.

TEACHER SCRIPT

"You can recognize evidence of your own growth. Read your narrative and choose two awards. Point to what you wrote and explain how it helps your reader. Then choose a specific goal, curiosity, or stress point for your next step."

CLASS SLIDE

Display the six award choices. Students attach two awards to actual sentences and explain the benefit to the reader.

Offer Scene Setter, Character Connector, Action Builder, Character Voice, Moment Maker, and Meaning Maker awards. Model an award using the garden opening or Room 12 clue. Each student selects two awards, places sticky notes beside the evidence, and explains how the writing helped the reader. Support a struggling student by examining one sentence at a time.

TARGET ✓ **ASSESS**

CLASS SLIDE

Target the Next Decision (M1-10): genre choice, planning, setting, actions/thoughts/dialogue, important moment, lasting effect, or sentence clarity.

Explain three target types: a new goal strengthens a skill; a curiosity explores a question; a stress point identifies where thinking felt stuck. Replace a vague wish to write better with a specific next move, such as making the important moment clearer through a character's sight and thought.

CLASS SLIDE

Model a specific target: make the important moment clearer by showing what the character sees and thinks. Have students set their own target and revise one sentence.

Embedded check: each award must point to actual writing; each target must name a workable next step. Students add one useful idea and check sentence clarity. A curiosity about an object narrator or an unresolved mystery is also a valid target. **[3.11C(i)]**

SMALL-GROUP SUPPORT: GENRE MATCH MINI-SORT

Genre Match Mini-Sort: offer two genre cards at a time. Read a writing job; have students name topic, purpose, and audience, choose and justify the genre, then use a three-box plan: setting/character → important action → important moment/lasting effect.

Access: use oral rehearsal and sentence-by-sentence review. Students choose their own evidence and target. **Product:** two awards, a target, and a revised sentence. Partners explain the evidence they heard and why the target is clear.

DAY 5 | GRADUATE STAGE: EXPLAIN / EDUCATE OTHERS | GROUP: GROUPS OF 3 | 15 MINUTES | ✓ ASSESS

Day Purpose: students share Day 3 narratives and teach others why narrative fits and how one TRAILS feature helps a reader, using Author-Educator Circles.

Standard	Focus
TEKS	[3.12A(i)] compose literary texts, including personal narratives, using genre characteristics
ELPS	4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN ✓ ASSESS [3.7G]

CLASS SLIDE

Turn and Teach: students teach why narrative fit the job and explain one TRAILS feature with evidence from their own response.

EDUCATE**TEACHER SCRIPT**

"You are an author-educator today. Share your writing, explain why you chose narrative, and teach one TRAILS feature using your own words as evidence. When you listen, give a specific response about what you could picture or understand."

CLASS SLIDE

Author-Educator Card: title; experience; selected passage; TRAILS feature; reason for including it; effect on the reader. Listener Cards: setting, character, important moment, ending, or a question.

Place students in groups of three. Each prepares a title, the experience, a passage to read, the TRAILS feature it shows, the reason for including it, and its effect on the reader. Each reads, names the feature, explains the choice, receives one listener response, and answers a question if time allows.

Transfer: Narrative Decision and Craft**CLASS SLIDE**

Exit Ticket: have students name the writing job, select and justify narrative, develop a brief discovery moment, identify its important clue, and state the lasting effect.

After circles, have students complete the section 57 exit ticket independently. It checks the genre decision, a developed narrative moment, the clue that changes understanding, and the lasting effect. Use the section 58 key and the Day 3 narrative together when judging mastery.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Look for the author's own evidence and an explanation of how a TRAILS feature helps the reader. Listener feedback should identify a specific detail rather than general praise.

Access: provide the TRAILS chart and Listener Card stems, and allow rehearsal. The author selects the evidence and explains its purpose independently.

CLASS SLIDE

One Passage, Three Responses: use the same passage detail for a narrative opening, informative opening, and purposeful museum-letter opening. Compare the changed writing jobs.

CLASS SLIDE

My Progress Tracker: have students assess their independent genre decision, separation of passage and response genres, TRAILS identification, and short narrative development.

Return to the Citizenship Connection

Reconnect to the passage by inviting discussion of how the shell links Emsy to people from the past and how resources can connect distant communities.

Return to the Overarching Question

Compare Monday's initial thinking with Friday's explanation of the essential question. Use sections 51-53 to distinguish a list, a partially developed experience, and a secure narrative. **Product:** Author-Educator explanation, listener evidence, exit ticket, and progress reflection.

CLOSING ENCOURAGEMENT

Teacher Script: "You have read a narrative, found its parts, practiced, written independently, recognized your growth, targeted your next step, and taught someone else. You make a narrative meaningful when you develop an experience instead of simply listing events."

Student Exemplars

Exemplar prompt: use the lesson plan's mystery-object writing task in section 62. The following three tables show low, medium, and high narrative development.

51. Low / Developing Exemplar

Field	Detail
Student response	"I found a key. It was old. I gave it to my teacher."
What the student did successfully	The student names an object and places events in order.
What is missing	Setting, thought/dialogue, and an important moment that changes understanding are missing.
Why it falls at this level	Narrative fits the purpose, but the response lists events rather than developing an experience.
Exact next instructional step	Have the student add a setting, one action or thought, and a clue that changes the character's understanding.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"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 the student did successfully	The student includes a setting, main character, actions in order, and a clue.
What is missing	The important moment is not slowed down; thought/dialogue and a lasting effect need development.
Why it falls at this level	The reader is told about the clue without experiencing the discovery fully.
Exact next instructional step	Have the student add a thought or dialogue, develop the important moment, and end with a lasting effect.

53. High / Secure Exemplar

Part	Example
Genre decision	Narrative fits because the audience should experience the mysterious discovery.
Student response	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. 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.
Why it works	The response develops the experience with all six TRAILS elements. The clue changes what the characters understand.

TRAILS Key: Experience, Relationship, and Actions

TRAILS	Focus	Evidence from the Secure Exemplar	Why It Works
T / R	Experience / Relationship	Finding and investigating a rusty key; Maya, Eli, and their teacher.	Names the full experience and people connected to it.
A	Actions, Thoughts, and Dialogue	Spots, calls, kneels, brushes, asks, turns, and carries; Maya wonders why the key is there.	Shows the investigation through action and voice.

TRAILS Key: Important Moment, Lasting Effect, and Setting

TRAILS	Evidence from the Secure Exemplar	Why It Works
I	Eli notices the Room 12 tag; Maya's eyes widen.	The clue changes the characters' understanding.
L / S	L: one small object can begin a large mystery. S: school garden after recess.	The ending shows meaning; the opening grounds the experience in a particular place and time.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate final understanding: students name topic, purpose, and audience before choosing narrative, explain why it fits, and develop a short experience with TRAILS. Accept varied objects, characters, and clues when the narrative is coherent and independent. A secure response includes setting, logical actions, thought/dialogue, an important moment, and a lasting effect. In the mentor passage, line [9] is the pattern realization; lines [16]-[17] show the lasting change.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Curiosity and the writing job establish a purpose before genre selection. 3.11A(i)
T2	Day 1 Reveal	■ TEACH	The teacher models narrative selection and TRAILS. 3.11A(i) 3.12A(i)
L3	Day 2 Attempt	○ LEARN	TRAILS Mystery Case File: evidence matches, reasons, and sequence. 3.12A(i) 3.7C
L4	Day 3 Discuss	○ LEARN	Students distinguish actions, important moments, relationships, and a list versus narrative. 3.12A(i)
A5	Day 3 Use	✓ ASSESS	Independent writing-job justification, TRAILS plan, and short narrative. 3.11A(i) 3.12A(i) 3.12A(ii)
A6	Day 4 Award	✓ ASSESS	Two awards point to narrative evidence. 3.12A(ii)
A7	Day 4 Target	✓ ASSESS	A specific target and a sentence improved by adding an idea. 3.11C(i)
A8	Day 5 Explain	✓ ASSESS	Author-Educator Circles explain a TRAILS feature with evidence. 3.12A(i)
A9	Day 5 Transfer	✓ ASSESS	Exit ticket and reflection transfer the genre decision to a developed discovery moment. 3.11A(i) 3.12A(i)

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students choose narrative for a writing job and develop an experience with TRAILS.
Who Administers It	The classroom teacher during instruction.
Materials Needed	Student notebooks, genre cards, TRAILS cards, and the low-stamina shell passage.
Related TEKS Breakout	3.11A(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; 3.12A(i) compose literary texts, including personal narratives, using genre characteristics
Task	Students justify a genre choice, plan with TRAILS, and independently develop a short narrative.

Expected Response	Students name topic, purpose, and audience, select narrative for an experience, and develop setting, character, actions/thoughts/dialogue, important moment, and lasting effect.
-------------------	--

Informal assessment: listen during TRAILS Mystery Case File for evidence-based placements and explanations of the moment that most changes Emsy's thinking. Use Fist to Five, a visible sort, and a written one-sentence genre justification.

Formative assessment: collect the Day 3 independent narrative, preceded by the writing-job justification and TRAILS plan. Check genre decision, setting/character, important moment, and lasting effect.

Exit assessment: use the printable ticket in section 57 to sample the same genre-decision and narrative-development targets. Pair the ticket with the full Day 3 narrative and Day 5 explanation.

Assessment Prompt Bank (Teacher Reference)

Writing Situation	Purpose Signal	Expected Genre / Response
Tell about finding a mysterious object.	Let the reader experience a discovery.	Narrative, with a setting, character, clue, and changed understanding.
Explain what the shell evidence suggests about trade.	Explain information.	Informative; explain the evidence without requiring an invented story.
Write to the museum to ask about the shell.	Communicate directly to a recipient.	Correspondence; address the museum and make the purpose clear.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: [3.11A\(i\)](#); [3.12A\(i\)](#); [3.12A\(ii\)](#). **Target:** students justify narrative and develop an experience.

Teacher administration: read the task aloud if needed. Permit the genre and TRAILS charts; keep decisions and writing independent.

Teacher Script: "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."

1. Genre decision. Teacher Script: "Which genre fits your writing job? Check one and explain why."
[] NARRATIVE [] INFORMATIVE (2 points)

2. Developed moment. Teacher Script: "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." (4 points)

3. Important moment. Teacher Script: "Underline the clue or discovery in your response and explain how it changes your character's thinking." (2 points)

4. Lasting effect. Teacher Script: "Tell what your character understands or feels by the end."
_____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Narrative. The topic is finding a mysterious object; the purpose is to let readers experience the discovery; the audience is classmates. Award 1 for the genre and 1 for a reason tied to the writing job.	Purpose and audience drive the genre decision.	2	3.11A(i)
2	Accept an original, coherent discovery moment. Award one point each for setting/character, logical action, thought/dialogue, and a clue that changes understanding. The Maya exemplar illustrates these features; copying it is not evidence of independent writing.	The writer develops an experience rather than lists events.	4	3.12A(i) ; 3.12A(ii)
3	The student marks the clue or realization and explains its effect on the character's thinking. Award 1 for identifying the	Distinguishes an important moment from an ordinary action.	2	3.12A(i)

	important moment and 1 for the explanation.			
4	Accept a connected final feeling, realization, or lasting effect. Award 2 for a clear connection to the discovery, 1 for a general ending, and 0 for an absent or unrelated ending.	The experience changes understanding or feeling.	2	3.12A(i) ; 3.12A(ii)

59. Scoring Principle

Score the genre decision and developed experience. Minor handwriting or convention errors should not remove narrative-content points when meaning remains clear. Assess editing separately through the standards application check. The exit ticket samples the lesson plan's targets; the independent narrative supplies fuller evidence.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Use One Passage, Three Responses enrichment.
7-8	70-80%	Developing	Confer on the missing genre justification or narrative feature.
5-6	50-60%	Emerging	Use Genre Match Mini-Sort and the three-box TRAILS plan.
0-4	0-40%	Beginning	Reteach topic, purpose, audience, and narrative through oral rehearsal and a brief model.

61. Recommended Gradebook Label

Gradebook label: G3 PREPARE M1

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A(i) ; 3.12A(i) ; 3.12A(ii)
Revision / Editing TEKS	3.11C(i) ; 3.11D(i) ; 3.11D(vi) ; 3.11D(viii) ; 3.11D(xxii)
Purpose	Students confirm that narrative fits the writing job, then independently develop an experience with TRAILS.
Exact Student 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."
Teacher Directions	Have students record the topic, purpose, audience, and reason narrative fits. Allow the TRAILS chart, choice cards, and personal planner. Object, character, clues, and sentences remain independent decisions.
Non-Negotiable Expectations	Approximately six to eight developed sentences; a clear setting, main character, mysterious object, logical actions, thought or dialogue, an important clue or discovery, and a final feeling, realization, or lasting effect. Completeness matters more than an exact count.

WRITING REQUIREMENT **3.7F**

Have students use module vocabulary where it serves the writing job. Collect the genre decision and plan with the narrative.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Have students circle the topic, box the purpose, and underline the audience; require a narrative justification.
2. T, Topic or Experience: students choose the object and the mystery it begins.
3. R, Relationship: students identify the finder, any helper, and the connection to the object or mystery.
4. A, Actions, Thoughts, and Dialogue: students plan what the character does, thinks, or says.
5. I, Important Moment: students choose the clue that changes the character's thinking.
6. L, Lesson or Lasting Effect: students plan the final understanding or feeling.
7. S, Setting: students establish where and when the object is found.

64. Writing Assignment Rubric

Use five criteria at four levels for 20 possible points. These descriptors apply the lesson plan's genre-decision and narrative-development criteria. Record a zero for no evidence in a criterion; score revision and editing through the separate application check.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Genre Decision [3.11A(i)]	Names topic, purpose, audience; justifies narrative.	Narrative and purpose fit; one part is thin.	Genre chosen with limited explanation.	Genre named without a writing-job decision.
Setting and Character [3.12A(i)]	Specific setting and clear character/relationship.	Setting and character present; limited detail.	Place or character only partly established.	Object named with little context.
Actions, Thoughts, and Dialogue [3.12A(ii)]	Logical actions with purposeful thought or dialogue.	Logical actions; thought or dialogue underdeveloped.	Mostly an event list.	Disconnected actions or fragments.
Important Moment [3.12A(i)]	A developed clue clearly changes understanding.	Clue present; discovery needs development.	Clue mentioned with unclear effect.	No meaningful change in understanding.
Lasting Effect [3.12A(ii)]	Ending clearly shows a connected feeling or realization.	Ending relates to the experience but is general.	Ending closes events without developing meaning.	Ending is minimal or disconnected.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure narrative writer	Use One Passage, Three Responses enrichment.
14-17	70-85%	Developing	Confer on the weakest narrative feature and revise it.
10-13	50-65%	Emerging	Use oral rehearsal and the three-box TRAILS plan.
Below 10	Below 50%	Beginning	Reteach the writing job and model one developed discovery moment.

66. Teacher Feedback Shortcuts

- Strength, Teacher Script: "You named your topic, purpose, and audience before you chose narrative."
- Strength, Teacher Script: "You helped your reader experience the discovery when you wrote ____."
- Target, Teacher Script: "You can slow down at the clue and show what your character thinks or says."
- Target, Teacher Script: "You can make the setting clearer with one specific detail."
- Evidence, Teacher Script: "You can point to the important moment and explain how it changes your character's thinking."
- Revision, Teacher Script: "You can add one useful idea to make this sentence clearer, then check agreement, nouns, and spelling."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Genre Match Mini-Sort: support a reasoned genre decision before a short TRAILS plan.
Group Size	Small group of 3-6 students
Time	10-12 minutes, adjusted to need
Materials	Four one-sentence writing jobs, two genre cards at a time, and a three-box TRAILS planner
Relevant TEKS Breakout	3.11A(j) ; 3.12A(j)
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) purposeful writing with detail

Step 1: Name the Writing Job. Read four short jobs one at a time: tell a discovery; explain shell evidence; state a view about a museum object; write a museum question. Present only two genre cards for each decision.

CLASS SLIDE

Display the topic, purpose, audience, and genre decision with a reason.

TEACHER SCRIPT

"You will name the topic, purpose, and audience before choosing between these two genres. Explain why your choice fits. If you choose narrative, you can plan where your character is, what happens, and what the clue changes."

Have students point to the topic, underline purpose words, and name the audience before choosing between the two cards.

Step 2: Justify the Genre. Have students connect the purpose to the chosen form.

CLASS SLIDE

Display the three-box TRAILS plan: setting/character → important action → important moment/lasting effect.

Keep the oral frame visible: topic, purpose, audience, best genre, and reason. Do not choose the genre for the student.

Step 3: Plan the Experience. After narrative is selected, use three boxes: setting/character → important action → important moment/lasting effect.

Step 4: Say and Write. Students rehearse the planned discovery and independently write a short narrative.

Teacher check: listen for purpose before genre and a developed moment rather than a list. Return decisions and sentence composition to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask for the writing job before genre.	Names topic, purpose, and audience first.	Chooses a genre and invents a purpose.	Cover the genre cards and return to the writing job.
Ask about passage and response genre.	Explains that Emsy's experience makes the passage narrative; the assigned job determines the response.	Facts automatically make it informative.	Reread an action, thought, and important moment; ask about the main purpose.
Ask for a TRAILS detail match.	Matches and explains the detail's strongest job.	Places a card without a reason.	Require a passage-based explanation and permit justified alternatives.
Ask whether the writing develops an experience.	Identifies setting, thought/dialogue, important moment, and lasting effect.	Sequence alone is sufficient.	Have the writer develop one clue and its effect on the character.

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses genre before purpose	Cover cards and have the student name topic, purpose, and audience aloud.
Thinks facts make the passage informative	Reread an action or thought and ask about the main purpose.
Cannot match a detail to TRAILS	Have the student explain what the detail tells the reader, then choose the category.
Masters quickly	Use One Passage, Three Responses enrichment.

Supporting materials: genre cards; Topic-Purpose-Audience-Genre chart; TRAILS mats, evidence and sequence cards; three-box and full planners; exemplars; Award/Target sheets; progress tracker.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	One Passage, Three Responses: use one detail to create three openings and explain how the writing job changes the form.
Group Size	Pairs or small groups
Materials	The shell passage, genre chart, and notebooks
Relevant TEKS Breakout	3.11A(i) ; 3.12A(i) ; 3.12A(ii)
Relevant ELPS	4(D)(iii) connecting words; 4(F)(i) purposeful writing with detail

Part 1: Select a Detail. Have students choose one detail from the shell narrative and name possible audiences and purposes.

CLASS SLIDE

One Passage, Three Responses: narrative experience; informative explanation; purposeful museum letter. Use one passage detail and justify each writing job.

Keep the content the same while changing what the writing must do. Students orally compose each opening before recording it.

Part 2: Change the Response. Have students create a narrative opening, an informative explanation opening, and a purposeful museum-letter opening.

Part 3: Explain the Decisions. Partners identify the purpose and audience of each opening and explain how those choices changed the language and form.

Expert reflection: have students explain why one passage can support different responses and why narrative requires developing an experience.

71. Additional Writing Opportunity: Plan and Draft

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."

Connection: students apply the prepared-writer HABIT: name topic, purpose, and audience; select narrative; develop the experience with TRAILS.

Planning Support

1. Have students circle the topic, box the purpose, and underline the audience; require a narrative justification.
2. T, Topic or Experience: students choose the object and the mystery it begins.
3. R, Relationship: students identify the finder, any helper, and the connection to the object or mystery.
4. A, Actions, Thoughts, and Dialogue: students plan what the character does, thinks, or says.
5. I, Important Moment: students choose the clue that changes the character's thinking.
6. L, Lesson or Lasting Effect: students plan the final understanding or feeling.
7. S, Setting: students establish where and when the object is found.

WRITING REQUIREMENT **3.7F**

Have students use newly learned words appropriately in the genre justification and narrative. Preserve the student's own decisions and voice.

Drafting: have students write the short narrative after planning. Use the Maya opening as a teacher model of place and time, while keeping students' narrative choices independent.

Success Criteria

- The student names topic, purpose, audience, and a justified narrative choice.
- The narrative includes setting, character, and logical actions.
- The narrative includes a thought or line of dialogue.
- A clue creates an important moment that changes understanding.
- The ending shows a connected feeling, realization, or lasting effect.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read aloud and add one idea to improve sentence structure or clarify the important moment. **3.11C(i)**

Edit: check complete simple sentences, agreement, singular/common nouns, and high-frequency spelling. **3.11D(i)** **3.11D(vi)** **3.11D(viii)** **3.11D(xxii)**

Share: partners identify a TRAILS element in the narrative and explain why it works.

Teacher evidence: retain the first draft, the changed sentence, and the student's explanation of how the addition helps the reader.

Engagement & Home Connection

73. Auditory Engagement Moments

Use Purpose Signal Listening so students decide from the purpose they hear before writing. Begin with pencils down and a brief spoken writing situation.

- Read a short writing situation without naming its genre.
- Have students signal trail hands for narrative, open-book hands for informative, thumbs-to-heart for opinion, or a pretend envelope for correspondence.
- Partners state the purpose before naming the genre; one pair defends its decision with topic, purpose, and audience.
- Use fresh recall: students turn away from charts and orally justify a genre before rehearsing a narrative plan.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Before choosing a genre, allow quiet thinking about topic, purpose, and audience. Have students explain the writing job in their own words before deciding.

PAUSE POINT: MIDWAY

Midway, pause for students to decide whether they are developing an experience or listing events. Have them locate the setting, thought/action, and important moment.

PAUSE POINT: BEFORE YOU FINISH

Before finishing, ask students to consider whether a reader who was not there could picture the experience. Have them add one useful detail or dialogue and connect the ending to a lasting effect.

75. At-Home Connection

Use brief at-home conversations to strengthen the prepared-writer HABIT. Each activity takes a few minutes and needs no materials. Send the chosen card with space for a family signature.

TEACHER INFORMATION: TASK CARD 1

Send this first to practice naming a writing job before selecting genre.

Task Card 1: Name the Writing Job. Have families invite the student to name a topic from the day, identify purpose and audience, and explain whether a narrative, explanation, opinion, or letter fits.

3.11A(i) Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to practice developing an experience instead of listing events.

Task Card 2: Tell the Experience. Have families listen to a small moment told as a narrative with setting, actions, thought or speech, and why the moment mattered. **3.12A(i)** Family signature:

TEACHER INFORMATION: TASK CARD 3

Provide language support with a word bank and oral frame while maintaining the same thinking demand.

Task Card 3: The TRAILS Frame. Provide the word bank Setting, Important Moment, Lasting Effect. Have the student tell a short finding-something narrative and identify those three features with a family member. **3.12A(i)** Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your progress tracker. As you practice, check the response that shows what you can do independently. Be honest with yourself so you can see your growth and choose your next step."

Directions: After practice, have each student reflect privately on independent performance. Use the tracker to guide an evidence-based award and a specific next target.

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

77. Student Award

Evidence of growth: have the student name a narrative award, point to the exact writing, and explain how it helps the reader.

78. Student Target

Next target: record one specific goal, curiosity, or stress point related to genre choice, planning, narrative development, or sentence clarity.

Connect these reflections to Day 4 Award and Target and revisit them during Day 5 explanation.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today you learned that prepared writers begin with a decision about what their writing needs to do. You named the topic, purpose, and audience, chose narrative because the purpose was to let a reader experience a discovery, and then developed the experience with TRAILS instead of listing events. You can point to your growth and choose where your learning goes next."

80. Essential / Overarching Question, Answered

How does a writer turn clues and events into a story worth following - and how do we know narrative fits the purpose?

Narrative is the best response when the purpose is to develop an experience for an audience to follow. Topic, purpose, and audience guide that decision before TRAILS guides how the narrative is developed: a clear topic or experience, a specific setting, a main character, logical sequence, actions, a thought or line of dialogue, an important moment, and a lasting effect.

81. Teacher Reflection

- Which students still choose genre before naming topic, purpose, and audience?
- Did students distinguish passage genre from response genre, or did historical facts lead them to choose informative?
- Which students need more oral rehearsal of a genre choice and its reason?
- Which narratives develop an important moment rather than only sequence events?
- Who needs Genre Match Mini-Sort, and who is ready for One Passage, Three Responses?
- Who is ready to move from a short narrative toward a complete narrative in Module 2?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Completed Topic-Purpose-Audience-Genre charts with justified choices
- TRAILS evidence sorts, sequence cards, and Case Solved explanations
- Independent short narratives with TRAILS planners and revised sentences
- Award/Target reflection sheets
- Module 1 My Progress Trackers and Author-Educator explanations
- Exit tickets at still-developing, approaching, and secure levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use this build sheet to place the lesson plan's lesson content into a 19-slide teaching sequence. The named lesson plan cues are retained where supplied; the rows below organize the required content for instruction.

Slide	Title	Required Content	Lesson Location
1	One Topic, Different Writing Jobs	Grade 3; Cluster PREPARE; Module 1; Week 1; Low Stamina	Cover
2	Module Launch (M1-01)	Learning target; topic, purpose, audience, genre; plan before drafting	Day 1 Gather
3	Notice and Wonder	Reveal the shell; record observations and questions separately	Day 1 Gather
4	Reading Purpose (M1-02)	Read the exact low-stamina passage; follow Emsy's discovery; DOT words	Day 1 Gather
5	Genre Compass	Topic; purpose; audience; genre; one topic supports different jobs	Day 1 Reveal
6	TRAILS: T, R, A	Experience; relationship; actions, thoughts, and dialogue	Day 1 Reveal
7	TRAILS: I, L, S	Pattern realization; lasting effect; museum setting	Day 1 Reveal
8	Narrative or Information?	Facts can occur in narrative; purpose determines the response genre	Day 1 closing
9	TRAILS Mystery Case File	Group roles; twelve evidence cards; justify every placement	Day 2 Attempt
10	Sequence and Missing Clue	Seven events A-G; Important Moment marker; optional missing-card challenge	Day 2 Attempt
11	Discuss the Decision (M1-06)	Action versus important moment; relationship; sequence; list versus narrative	Day 3 Discuss
12	Independent Use (M1-07)	Mystery-object prompt; writing-job justification; independent TRAILS plan	Day 3 Use
13	Develop the Discovery	Six to eight developed sentences; slow down at the clue; standards application	Day 3 Use
14	Award the Genre Match (M1-09)	Two awards with writing evidence and reader effect	Day 4 Award
15	Target the Next Decision (M1-10)	Specific goal, curiosity, or stress point; add a useful idea to a sentence	Day 4 Target
16	Turn and Teach	Author-Educator Circles; author and listener cards; evidence-based response	Day 5 Explain / Educate
17	Low and Medium Exemplars	A list versus a partly developed narrative; next instructional moves	Sections 51-52
18	High Exemplar	The Key Under the Bench; TRAILS evidence and reader effect	Section 53

19	Module Synthesis	Exit ticket; progress tracker; essential question and answer	Day 5 closure
----	------------------	--	---------------

Teaching routines: retain oral rehearsal, DOT, TRACKS, genre justification, the six TRAILS elements, Pause Points, and the final essential-question response. **Evidence cards:** prepare all twelve before Day 2. **Sequence cards:** prepare all seven before Day 2.

84. Virtual / Online Adaptation

Keep the activities and thinking demand while adjusting access and how students share their genre decisions and narratives.

Element	Adaptation
Shared-screen adaptation	Display writing situations and the Topic-Purpose-Audience-Genre chart; use chat or reactions to signal purpose before genre.
Annotation	Use a shared six-box TRAILS slide; students drag evidence cards and type reasons. Display line [9] to discuss the important moment.
Breakout discussion	Run Author-Educator Circles in groups of three, with Listener Card stems visible in chat.
Oral response	Have students orally rehearse the writing job, genre reason, and TRAILS plan before typing.
Asynchronous option	Provide the exact passage and evidence/sequence cards digitally; collect recorded justifications and a Case Solved explanation.
LMS submission	Collect the independent short narrative and plan in a shared document; use a narrative line to model how thought/dialogue develops the experience.
Digital tracking	Retain quiet Pause Points and have students update the progress tracker and Award/Target reflection digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

After teaching, record evidence about genre decisions, narrative development, access, pacing, and the next instructional step.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Match the Writing Job to the Genre

Grade 3 | Cluster PREPARE | Module 2

Grade: 3

Cluster: PREPARE, preparing as writers before Cluster 1

Module: 2 of the cluster; Week 2; Medium Stamina

Primary Instructional Category: Genre Selection, Purpose, Audience, and Narrative Craft

Module Title: Match the Writing Job to the Genre

Content Connection / Passage Title: "The Mystery of the Traveling Shell" (Week 2; Medium Stamina; approximately 700 words)

Primary TEKS: [3.11A\(i\)](#) (Planning), [3.12A\(i\)](#) (Narrative Characteristics), [3.12A\(ii\)](#) (Narrative Craft)

Approximate Daily Instructional Time: Day 1: 60 minutes; Day 2: 55-60 minutes; Day 3: 70-80 minutes; Day 4: 50-55 minutes; Day 5: 60 minutes

Copyright: The Writing Academy®, LLC

Response Strand (7-Strand) TEKS Woven Into This Module

Use the Response strand to connect mentor-text reading, discussion, annotation, and narrative decisions. The primary writing targets and lesson plan breakouts appear in the standards tables.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Day 3: connect a discovery to a personal experience.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Days 1-2: compare basic and developed versions of the same narrative moment.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Days 1-2: support a craft explanation with exact passage details.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Days 1 and 5: retell the investigation in logical order.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Days 1-3: annotate TRACKS evidence and plan by freewriting or mapping.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Days 3-5: apply newly acquired vocabulary appropriately.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Days 1-5: discuss how precise actions, dialogue, pacing, and reflection create meaning.]*

1. A Little Inspiration Goes a Long Way!

The module opens with a prepared-writer habit: genre gives the writing a job, and craft helps the writing do that job well.

TEACHER SCRIPT

"Genre gives your writing a job. Craft helps your writing do that job well."

Connection to this week's thinking: students name the topic, purpose, and audience before choosing a genre. Once narrative fits, they develop the experience with purposeful craft.

2. Why This Module Matters

Module 2 keeps the narrative-growth work but moves the decision one step earlier. Students hear and see that identical content can sound different when a writer changes purpose or audience. Once narrative is selected, students study the medium-stamina passage to see how purposeful craft makes a reader experience the story rather than merely hear a report of events.

Where it fits into writing: students confirm the writing job, choose freewriting or mapping, and independently write a complete narrative with a beginning, developing middle, important moment, and meaningful ending.

Why it matters beyond this assignment: purposeful details help the reader see the setting, understand the character, feel the important moment, and carry meaning away from the ending.

3. Module Essential / Overarching Question

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

Have students record initial thinking and return to it on Friday. The overarching statement is to explain how purpose and audience guide both the genre choice and the narrative craft choices that follow.

First Thinking (Monday): Record the initial class response.

Final Thinking (Friday): Record the developed class response.

Reflection: Have students explain what changed in their thinking.

Family Communication

4. Parent Communication Purpose

Students are learning that prepared writers begin with a decision about what their writing needs to do. They name the topic, purpose, and audience, then choose the genre that fits. The PREPARE cluster comes before Cluster 1.

How to Send It: copy the appropriate family letter, share the conversation starters, and invite families to practice naming a writing job aloud and choosing a genre. Oral practice supports clear writing for the state writing assessment.

5. Family Letter (English)

Dear Families,

This week your student is continuing our PREPARE Cluster, the unit that comes before Cluster 1 and teaches students to prepare as writers. The big focus of this module is learning that one topic can be written about in different ways, and that a prepared writer decides what the writing needs to do before starting. Our HABIT is: prepared writers begin with a decision about what their writing needs to do. They name the topic, the purpose (what the writing must do), and the audience (who will read it), and then choose the genre; narrative, informative, opinion, or correspondence; that fits.

We are practicing with a mystery narrative called "The Mystery of the Traveling Shell," about a girl named Emsy who discovers a seashell in a museum far from the ocean and investigates how it traveled there. Your student learns that a narrative is the best choice when the purpose is to let a reader experience an event or discovery, and then uses a tool called TRAILS to develop the experience instead of just listing events. Your student is learning that a strong narrative does more than list what happened; it develops an experience with a setting, actions, thoughts, an important moment, and a lasting effect. Please try this at home: Ask your student to tell you about a small moment from the day as a story. Encourage them to include where it happened, what they did or said, and why it mattered. Celebrating their storytelling is a wonderful way to help them become confident, prepared writers!

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

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija continúa nuestro Grupo PREPARAR, la unidad que va antes del Grupo 1 y que enseña a los niños a prepararse como escritores. El enfoque principal de este módulo es aprender que un mismo tema se puede escribir de diferentes maneras, y que un escritor preparado decide qué debe lograr su escritura antes de comenzar. Nuestro HÁBITO es: los escritores preparados comienzan con una decisión sobre lo que su escritura debe lograr. Nombran el tema, el propósito (lo que la escritura debe hacer) y el público (quién la leerá), y luego eligen el género; narrativo, informativo, de opinión o correspondencia; que mejor cumple esa función.

Practicaremos con una narración de misterio llamada "The Mystery of the Traveling Shell", sobre una niña llamada Emsy que descubre una concha marina en un museo, lejos del océano, e investiga cómo llegó hasta allí. Su hijo o hija aprende que la narración es la mejor opción cuando el propósito es que el

lector viva un acontecimiento o un descubrimiento, y luego usa una herramienta llamada TRAILS para desarrollar la experiencia en lugar de solo enumerar los hechos. Su hijo o hija está aprendiendo que una buena narración hace más que enumerar lo que pasó: desarrolla una experiencia con un escenario, acciones, pensamientos, un momento importante y un efecto duradero. Por favor, intente esto en casa: Pídale a su hijo o hija que le cuente un pequeño momento del día como si fuera un cuento. Anímelo a incluir dónde ocurrió, qué hizo o dijo y por qué fue importante. ¡Celebrar su manera de contar historias es una forma maravillosa de ayudarlo a convertirse en un escritor preparado y seguro!

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

7. Family Conversation Starters

- Invite families to discuss what it means to decide what writing needs to do before starting.
- Invite families to compare a narrative with a piece that only explains information.
- Invite families to ask how a mysterious object could become a story.
- Invite families to discuss what makes an important moment feel important.
- Invite families to ask which detail helps a listener experience the moment and why.

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Name the Writing Job

Teacher directions for families: suggest a trip to the store, a pet, or a favorite meal. Have families invite the student to name the topic, purpose, and audience, choose a story, explanation, opinion, or letter, and explain the choice.

Family Activity: Tell the Experience

Teacher directions for families: invite the student to tell a small moment from the day with a setting, actions, a thought or line of dialogue, and a lasting effect. Encourage a pause at the important moment.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Frames the topic, purpose, audience, and genre decision.
Reveal	■ TEACH	Models five narrative growth moves and the job each performs.
Attempt	○ LEARN	Produces Narrative Growth Laboratory matches, revisions, and explanations.
Discuss	○ LEARN	Clarifies purposeful development, pacing, and meaningful endings.
Use	✓ ASSESS	Produces an independent TRAILS planner and complete narrative.
Award	✓ ASSESS	Identifies three narrative strengths with evidence and effects.
Target	✓ ASSESS	Names a specific goal, curiosity, or stress point and a next step.
Explain / Educate	✓ ASSESS	Uses a Museum of Mystery Narratives placard and teach-back to explain choices.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster PREPARE, Module 2; Week 2; Medium Stamina
Module Category	Genre Selection, Purpose, Audience, and Narrative Craft
Primary TEKS	3.11A(i) ; 3.12A(i) ; 3.12A(ii)
Primary Breakout	3.11A(i) : plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; 3.12A(i) : compose literary texts, including personal narratives, using genre characteristics; 3.12A(ii) : compose literary texts, including personal narratives, using craft
Spiral TEKS	3.7A ; 3.7B ; 3.7C ; 3.7D ; 3.7E ; 3.7F ; 3.7G : mentor-text response and discussion
Recursive TEKS	3.11C(i) ; 3.11D(i) ; 3.11D(vi) ; 3.11D(viii) ; 3.11D(xxii) ; DOT, TRACKS, and TRAILS

Content Connection	The Mystery of the Traveling Shell; Poverty Point, trade, scarcity, artifacts, and rivers
Daily Lesson Time	60; 55-60; 70-80; 50-55; 60 minutes across Days 1-5
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Narrative Growth Laboratory sheet; complete narrative and TRAILS planner; Award/Target sheet; Museum placard and explanation
Formal Assessment Product	Day 3 independent complete narrative; short exit check; Day 5 explanation

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will confirm that narrative fits the topic, purpose, and audience, then use purposeful craft to plan and write a complete narrative that lets the reader experience the story.

I Will Statements

- 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 Statements

- 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.

CLASS SLIDE

Daily Deck, Module Slide 1 / M2-01: display the learning destination and explain the independent complete-narrative product.

13. Success Criteria

Use these observable criteria to explain successful narrative work before students write.

- The genre choice fits the topic, purpose, and audience.
- Each detail helps the reader see, reveals the character, or strengthens the important moment.
- The important moment develops across more than one sentence.
- The ending shows what the character understands or carries away.
- The complete narrative includes all six TRAILS characteristics.
- The student explains the effect of a deliberate craft choice.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2: a completed Narrative Growth Laboratory sheet with matches, growth labels, and effects.
- Day 3: an independently completed TRAILS planner and complete narrative.
- Day 4: three award statements with evidence and effects, plus a specific target.
- Day 5: a Museum of Mystery Narratives placard and explanation.
- Transfer: a genre justification and purposeful craft move applied to a new narrative moment.

15. TEKS Correlations

Primary lesson plan breakouts are **3.11A(i)**, **3.12A(i)**, and **3.12A(ii)**. Preserve the complete breakout wording below; full parent TEKS appear in section 26.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-2	Days 1-3	Day 3 planner
3.12A(i)	Composition, Narrative	compose literary texts, including personal narratives, using genre characteristics	Day 1	Days 1-5	Days 3 and 5
3.12A(ii)	Composition, Craft	compose literary texts, including personal narratives, using craft	Days 1-2	Days 1-4	Days 3-5
3.11C(i)	Writing Process, Revising	revise drafts to improve sentence structure by adding ideas	Day 2	Days 2-4	Day 4 revision
3.11D(i) ; 3.11D(vi) ; 3.11D(viii) ; 3.11D(xxxii)	Writing Process, Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; edit drafts using standard English conventions, including singular nouns; edit drafts using standard English conventions, including common nouns; edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 3	Days 3-5	Standards application check

The lesson plan uses assessment-breakout numbering. For example, its singular-noun and common-noun breakouts belong to parent TEKS **3.11D(iii)**. These targeted breakouts must not be confused with the parent TEKS subparts.

16. Standards Coverage Matrix

This matrix connects the lesson plan targets and recurring response practices to actual lesson evidence.

Classification	TEKS / Routine	Expectation / Focus	Where It Occurs
PRIMARY	3.11A(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-3: genre decision and planner
PRIMARY	3.12A(i)	compose literary texts, including personal narratives, using genre characteristics	Days 1-5: TRAILS; Day 3 complete narrative
PRIMARY	3.12A(ii)	compose literary texts, including personal narratives, using craft	Days 1-4: purposeful craft; Day 5 explanation
RECURSIVE	3.11C(i)	revise drafts to improve sentence structure by adding ideas	Days 2-4: add a purposeful idea
RECURSIVE	3.11D(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Days 3-5: application check
RECURSIVE	3.11D(vi)	edit drafts using standard English conventions, including singular nouns	Days 3-5: application check
RECURSIVE	3.11D(viii)	edit drafts using standard English conventions, including common nouns	Days 3-5: application check
RECURSIVE	3.11D(xxii)	edit drafts using standard English conventions, including correct spelling of high-frequency words	Days 3-5: application check
SPIRAL	3.7A ; 3.7B	Personal connection and comparison of narrative versions	Days 1-3 discussion
SPIRAL	3.7C ; 3.7D	Text evidence and logical retelling	Mentor-text explanations
SPIRAL	3.7E ; 3.7F ; 3.7G	Annotation, vocabulary, and discussion of meaning	TRACKS; planning; craft explanations
RECURSIVE	Conventions	Complete sentences, agreement, singular/common nouns, high-frequency spelling	Days 3-5
RECURSIVE	DOT / TRACKS / TRAILS	Vocabulary, reading evidence, and narrative development routines	All five days

17. ELPS Correlations

Use the lesson plan language expectations below to support narrative planning, craft discussion, writing, and reflection.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
4(C)(ii)	Writing	Content-Area Vocabulary	Write using content-area vocabulary.	Days 1, 3, and 5
4(D)(i)	Writing	Sentence Lengths	Write using a variety of grade-appropriate sentence lengths.	Days 3 and 4
4(D)(iii)	Writing	Connecting Words	Write using a variety of grade-appropriate connecting words.	Days 2 and 3
4(F)(i)	Writing	Purposeful Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Days 1, 3, 4, and 5
4(B)(ii)	Writing	Conventional Spelling	Spell words following conventional spelling rules.	Days 3-5
4(C)(i)	Writing	High-Frequency Words; teacher reference	Write using high-frequency words.	Days 3-5
4(D)(ii); 4(E)(ii)	Writing	Sentence Types	Write using a variety of grade-appropriate sentence types. Write formal or informal text using grammatical structures.	Days 3-4

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(C)(ii)	Writing	Write using content-area vocabulary.	Intervention, after Day 3
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(D)(iii)	Writing	Write using a variety of grade-appropriate connecting words.	Enrichment, after Day 4
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while supporting emergent bilingual students as they choose a genre and develop a complete narrative with TRAILS.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to genre cards and TRAILS elements using gestures and icons.
Beginning	Sort detail cards under TRAILS elements and point to the label before speaking.
Intermediate	Have students orally complete the genre-decision frame before planning.
High Intermediate	Have students explain a TRAILS element and justify the placement.
Advanced	Use oral rehearsal to plan a complete narrative before writing.

Language Supports

- Post genre cards and a TRAILS chart.
- Offer oral rehearsal before writing; have partners say the genre decision and plan aloud.
- Provide a topic card and a clearly stated purpose/audience card while preserving the student decision.
- Model the frame in a teacher script: "For your topic, purpose, and audience, which genre fits, and why?"
- Provide topic, purpose, audience, setting, and action stems; invite rehearsal in the home language before English.

Evidence of access without reduced rigor: students may point, sort, rehearse, and use a word bank, but independently justify genre and develop their own narrative.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear writing situations and identify the purpose before naming a genre.
Speaking	Students justify genre orally before planning and explain the job a craft choice performs.
Reading	Students read the medium-stamina mentor passage and mark details that develop Emsy's discovery.
Writing	Students plan with TRAILS and write a complete narrative using purposeful craft.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read the writing situation aloud, repeat it, allow anchor charts, and provide an oral sentence frame.	Choose the genre, place the detail under a TRAILS element, or create the plot, clues, ending, or sentences for a student.

The student must still decide whether narrative fits the topic, purpose, and audience and develop the experience independently.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify topic, purpose, audience, and TRAILS elements.	Supported; the passage may be read aloud twice.	

			Correct writing-job identification and TRAILS matches.
Inferential	Explain why narrative fits and how a detail develops the experience.	Guided Days 1-2; independent by Day 5.	An explanation of genre and reader effect.
Evaluative	Judge whether writing develops an experience or only lists events.	Partner discussion Day 3; independent Day 5.	A comparison of list-like and developed writing.
Synthesis	Plan, write, and revise a complete narrative with purposeful craft.	Independent Day 3; reflection Days 4-5.	A complete narrative and a justified revision.

22. The Five Thinking Levels

Use the five-level progression to name the thinking a task and response require. The color names remain labels in this black-and-white guide.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What did the writer add?	The student names the added detail.	Craft and Detail
Emergent (Orange)	Why was it added?	The student explains the job the detail performs.	Purpose of Craft
Visible (Yellow)	How does it help the reader here?	The student explains how the detail develops the experience.	Effect on the Reader
Independent (Green)	How can this move support a new narrative?	The student applies the craft move independently.	Personal Application
Reflective (Blue)	Why does purposeful craft matter?	The student explains why craft makes a reader experience a story.	Universal Purpose

Module progression: Recall names the growth moves and TRAILS elements; Skill matches versions and grows a sentence; Strategic thinking explains an effect and slows a moment; Extended thinking develops and revises a complete narrative.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The passage genre is the response genre.	Facts in the passage may lead the teacher to label it informative.	Point to Emsy's actions, thoughts, and important moment; ask about the writer's main purpose.
Genre choice is a quick matching game.	Fast genre naming may replace careful justification.	Require topic, purpose, and audience first, followed by an oral justification.
A narrative is just events in order.	A correctly ordered list may be accepted as complete.	Look for setting, thought or dialogue, an important moment, and a lasting effect.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Facts make a passage informative.	The student labels the shell narrative informative.	Reread a line where the reader experiences Emsy's discovery; return to purpose.
Any ordered list is a narrative.	The student lists seeing a shell, reading a map, and solving it.	Ask for a setting, thought, and developed important moment.
Genre comes before purpose.	The student names a genre and invents a reason afterward.	Cover the genre cards and require topic, purpose, and audience first.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact lesson plan targets: [3.11A\(i\)](#) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; [3.12A\(i\)](#) compose literary texts, including personal narratives, using genre characteristics; [3.12A\(ii\)](#) compose literary texts, including personal narratives, using craft. Students confirm narrative fits, then plan and develop a complete experience.

26. How I Say the Standard!

TEKS says	How I say it
3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft; 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 3.11D edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. Targeted lesson plan breakouts: 3.11A(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; 3.12A(i) compose literary texts, including personal narratives, using genre characteristics; 3.12A(ii) compose literary texts, including personal narratives, using craft; 3.11C(i) revise drafts to improve sentence structure by adding ideas; 3.11D(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; 3.11D(vi) edit drafts using standard English conventions, including singular nouns; 3.11D(viii) edit drafts using standard English conventions, including common nouns;	Explain that students first confirm topic, purpose, audience, and genre; choose freewriting or mapping; then develop TRAILS with precise actions, useful thought and dialogue, slower pacing, and a meaningful ending. Revision adds a purposeful idea; editing checks the targeted conventions. Full wording source: Texas Education Agency, Grade 3 TEKS, §110.5(b)(11)-(12).

3.11D(xxxii) edit drafts using standard English conventions, including correct spelling of high-frequency words

27. This Week I Can...

Have students demonstrate that they can confirm narrative fits the writing job, use purposeful craft, plan with freewriting or mapping, and develop a complete narrative with all six TRAILS characteristics.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Recall the short narrative and TRAILS work from PREPARE Module 1.
- Recognize topic, purpose, and audience as separate parts of a writing job.
- Write a complete sentence with a subject and verb.
- Use DOT: Dot, Discover, Drop for unfamiliar words.
- Locate a passage detail and explain what it helps the reader understand. **3.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Turn away from the charts. In 60 seconds, tell your partner how you decide whether narrative fits a writing job. Name one TRAILS element and explain its job."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
purpose	What the writing must do.	Have students name the purpose before the genre.
audience	The person or people who will receive the writing.	Have students identify the intended reader.
craft	Purposeful choices a writer makes to shape writing.	Have students explain the job of one added detail.
important moment	The discovery, decision, or turning point.	Have students locate where Emsy's thinking changes.

31. Conventions Connection

Add one purposeful idea to a thin or abrupt sentence (**3.11C(i)**). Have students reread for complete simple sentences and subject-verb agreement (**3.11D(i)**), then check singular nouns (**3.11D(vi)**), common nouns (**3.11D(viii)**), and high-frequency spelling (**3.11D(xxxii)**).

32. Writing Connection

Prepared writers begin with a decision about what their writing needs to do. Students name topic, purpose, and audience, select the genre, then plan. When narrative fits, TRAILS and purposeful craft develop an experience for the intended reader.

33. Watch Out!

Common misconception: more detail automatically means better craft. **Teacher move:** require every added detail to orient the reader, reveal character, move action, slow the important moment, or deepen meaning.

34. Ready Check

Read a writing situation about letting classmates experience a mysterious discovery. Have students name topic, purpose, and audience before choosing genre. Use a Fist-to-Five confidence signal and listen to the justification to identify needed support.

35. Teacher Look-Fors

- Students identify topic, purpose, and audience before naming genre.
- Students explain why narrative fits the writing job.
- Students distinguish purposeful detail from random elaboration.
- Students develop an important moment and meaningful ending in a complete narrative.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Before you begin, preview the words you will see in the lesson and passage. You can use precise words to explain how a narrative is built."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These everyday words help you explain what you add and how your choices help the reader. Preview each word, then use it as you talk about your narrative."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reader	The person who will read the writing.	Ask students who should picture the setting.
detail	A small piece of information.	Have students name an added detail that helps the reader.
picture	To see something in your mind.	Ask which detail helps the reader picture the scene.
moment	A short, important point in time.	Have students identify the moment they slowed.
add	To put in something new.	Ask which thought students could add to reveal character.
grow	To become fuller or deeper.	Have students explain how purposeful detail helps a narrative grow.
voice	The way a character or writer sounds.	Have students explain how dialogue gives a character a voice.
clue	A detail that helps solve a mystery.	Ask how each clue leads to the next.
feeling	An emotion a character has.	Ask which feeling stays with the reader at the ending.
choice	A decision the writer makes.	Have students explain a craft choice and its effect.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"You will use these writing words to name the job, choose the genre, and explain your craft. Say the purpose and audience before you plan."

Word	Student-Friendly Definition	Oral Rehearsal Frame
purpose	What the writing must do.	Have students state the purpose of letting readers experience a discovery.
audience	The person or people who will receive the writing.	Have students identify the class as the intended audience.
craft	The purposeful choices a writer makes to shape the writing.	Ask which craft choice makes the moment feel real.
characteristic	A feature that belongs to a genre.	Have students name a narrative characteristic.
sequence	The order in which events happen.	Ask how the clues form a clear sequence.
dialogue	The words characters say.	Ask how dialogue reveals the character's thinking.
setting	Where and when the narrative happens.	Have students explain how the setting helps readers picture the place.
perspective	The point of view from which a story is told.	Ask students to check for a consistent perspective.
freewrite	To write ideas quickly without stopping to plan.	Have students explain how a freewrite gathered ideas before drafting.
mapping	Planning by connecting ideas in a visual web or chart.	Ask how mapping organizes clues.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words belong especially to the passage in your module. When you know these words, you can understand the passage more easily."

Word	Say It This Way	Student-Friendly Definition
coastal	KOHS-tul	Near the coast or ocean. Ask students to identify the shell's coastal environment.
inland	IN-land	Away from the coast. Ask students to explain why Poverty Point is inland.
artifact	AR-tuh-fakt	An object that tells us something about people from the past. Have students explain how an artifact is a clue from the past.
scarcity	SKAIR-suh-tee	When there is not an unlimited amount of what people want or need. Ask how scarcity gave people a reason to trade.
exchange	iks-CHAYNJ	To give one thing and receive another. Have students describe exchanging resources.
transportation	trans-por-TAY-shun	Ways people and goods move. Ask how rivers supported transportation long ago.
pattern	PAT-urn	A set of details that repeat or connect. Have students explain the pattern formed by distant objects.
evidence	EV-uh-duns	Details that support an idea or claim. Ask how Emsy organized evidence before her claim.
pearly	PUR-lee	Shiny and smooth like a pearl. Have students identify what pearly adds to the description.
reflection	ri-FLEK-shun	Careful thinking about what something means. Ask how Emsy's reflection deepens the ending.

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

39. Background Knowledge & Teacher Context

Teacher context: Emsy studies a small, pearly seashell in a museum display. Poverty Point is inland, yet the shell originated near the coast. Maps, rivers, copper, and scarcity help her build a logical claim that the shell probably arrived through long-distance trade.

Instructional progression: PREPARE Module 1 established genre selection and a short narrative. Module 2 deepens the same work with precise setting, relationships, actions, thoughts, dialogue, connected clues, pacing, reflection, and a meaningful ending.

Purposeful development: students compare basic and developed excerpts to identify what grew and why. Each added detail must help the reader see or understand, reveal character or move the narrative, or strengthen the important moment or meaning.

The Prepared-Writer Habit

Students name topic, purpose, and audience, confirm narrative fits, and select freewriting or mapping. TRAILS names Topic or Experience; Relationship; Actions, Thoughts, and Dialogue; Important Moment; Lesson or Lasting Effect; Setting. [3.11A\(i\)](#); [3.12A\(i\)](#); [3.12A\(ii\)](#)

40. Materials Needed

Category	Items
Core print materials	Medium-stamina passage; selected basic/developed excerpts; genre headers and response strips; TRAILS growth chart
Activity / game materials	Pass-the-mic object; five low-stamina and five medium-stamina excerpt cards; five growth labels; six base-sentence cards; seven craft-move cards; score sheet
Writing materials	Freewriting page; mapping page; notebooks; pencils; highlighters; sticky notes; whiteboards
Assessment materials	Award/Target sheet; Narrative Achievement Badge cards; Author Award Certificate; Author-Educator Placards; Listener Response Cards; exit check; progress tracker
Technology	Board or projector for the Module 2 Daily Deck cues
Accessibility supports	Genre cards with icons; TRAILS chart; sentence strips; oral-rehearsal frames

41. Preparation Before Day 1

- ☐ Prepare Topic-Purpose-Audience-Genre and TRAILS charts, the five growth moves, and the Purposeful Detail Test.
- ☐ Prepare five pairs of comparison excerpt cards and Growth Labels A-E for Narrative Growth Laboratory Round One.
- ☐ Prepare Base Sentence Cards B1-B6 and Craft Move Cards C1-C7 for Round Two.
- ☐ Copy the medium-stamina passage with lines [1]-[44]; keep selected basic-version excerpts available for comparison.
- ☐ Prepare the Maya key model, the purposeful/random coin sentences, and models of slowed important moments and meaningful endings.
- ☐ Set out freewriting/mapping pages, notebooks, Award/Target materials, and Museum placards; protect Day 3 independent writing time.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	60	G Gather + R Reveal	Compare basic and developed versions; reveal five narrative growth moves.
Day 2	55-60	A Attempt	Narrative Growth Laboratory: match what grew and grow base sentences with purposeful craft.
Day 3	70-80	D Discuss + U Use	Discuss purposeful development, plan independently, and write a complete narrative.
Day 4	50-55	A Award + T Target	Award narrative achievement badges; target a goal, curiosity, or stress point.
Day 5	60	E Explain / Educate Others	Share and explain decisions through the Museum of Mystery Narratives.

43. Tiny Times Transition

Use Purpose Signal Freeze as a zero-material movement routine under one minute when changing activities or beginning a new writing task.

- Signal the class and read a brief writing job, such as telling about finding something strange.
- Have students make a trail with their hands for narrative, open-book hands for informative, thumbs-to-heart for opinion, or a pretend envelope for correspondence.
- Have students freeze, then whisper a genre choice and justification to a neighbor.
- Call two or three writing jobs in succession, varying topic, purpose, or audience, then return students to their seats.

Citizenship & Content Connection

44. The Citizenship Connection

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

Element	This Module
Suitability	The narrative offers a discussion of exchange, transportation, scarcity, and connections between people.
Focus	Careful observation, responsible claims, and communication grounded in evidence.
Historical / Content Connection	Emsy uses maps, waterways, coastal shells, distant copper, and scarcity to infer long-distance trade at Poverty Point.
Perspective Connection	People in different regions have different resources and may exchange what they have for what they need.
Literacy-to-Citizenship Connection	Students distinguish observation from inference and explain why evidence must fit together logically.
Citizenship Question	Invite discussion of how exchanging resources can connect communities.
Teacher Script	"You can follow Emsy's example: observe carefully, connect the clues, and explain what your evidence supports. How did exchanging resources connect people?"
Accuracy / Source Note	Use the mentor narrative as the instructional source. Retain the qualifying word probably in Emsy's claim; the story does not establish the shell's exact journey.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Topic, Purpose, and Audience

Topic	Purpose	Audience
Name what the writing is about.	Name what the writing must do.	Name who will receive the writing.

Genre Choice and Purposeful Detail

Decision	Options / Test	Teacher Look-For
Confirm the genre	Narrative, informative, opinion, or correspondence	Choose narrative when the intended reader should experience an event or discovery.
Test the detail	See or understand; reveal or move; strengthen moment or meaning	Keep details that perform a job for the selected purpose and audience.

TRAILS Narrative Thinking Chart

Letter	TRAILS Part	What It Means
T	Topic or Experience	The object, discovery, or experience the narrative develops.
R	Relationship	Connections among characters, an object, a mystery, or the past.
A	Actions, Thoughts, and Dialogue	What the character does, thinks, and says.
I	Important Moment	The discovery, decision, or turning point, developed across several sentences.
L	Lesson or Lasting Effect	What changes or stays with the character.
S	Setting	Where and when the narrative happens.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you draft, name your topic, purpose, and audience. Choose the genre that fits. When narrative fits, plan with freewriting or mapping and develop your experience with TRAILS. As you read, Dot an unfamiliar word, Discover its meaning, and Drop the dot when you know it."

CLASS SLIDE

Display the DOT reminder: Dot the word. Discover the meaning. Drop the dot.

Teacher Encouragement: "You can notice new words, find out what they mean, and celebrate when you know them. Your careful reading helps you make purposeful writing choices."

CREATE THE ANCHOR CHART

Display Topic-Purpose-Audience-Genre, the six TRAILS elements, and the Purposeful Detail Test. Include five growth moves: develop setting and character; use precise actions; reveal thinking through dialogue; slow the important moment; create a meaningful ending.

47. Student Source Passage(s)

Teacher passage-use note: use this exact medium-stamina selection for whole-group reading, annotation, task cards, oral rehearsal, and passage-dependent answers. The two existing passage boxes carry consecutive parts of the same selection.

The Mystery of the Traveling Shell (Stamina: Medium)

[1] Emsy leaned over the glass display case until her nose almost touched it. Inside rested a small, pearly seashell. It looked ordinary at first, but the museum label made Emsy straighten immediately. [2] Found at Poverty Point, Louisiana.

[3] Emsy blinked. "That cannot be right," she whispered. [4] She had studied the map hanging beside the exhibit. Poverty Point was far inland, nowhere near the ocean. So how had this one traveled hundreds of miles?

[5] Emsy pulled a miniature notebook from her backpack. She loved mysteries, especially those that required observation instead of guessing. [6] At the top of a clean page, she wrote: The Mystery of the Traveling Shell.

[7] "Clue number one," she murmured. "The shell itself." [8] The label explained that the shell came from a coastal environment. Poverty Point, however, was located inland. Emsy sketched a tiny shell beside the word coastal and drew a question mark.

[9] Her second clue was the map. [10] She studied the coastline, located Poverty Point, and traced the distance between them with one finger. Then she checked the map scale. The shell had been discovered far from the place where it could have formed naturally.

[11] "So it probably did not roll here by accident," Emsy said.

[12] Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. The information panel explained that people connected with Poverty Point traveled along major waterways. Rivers were transportation routes long before highways or airplanes existed. [13] Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials.

[14] "Interesting," she said. "If people could travel, objects could travel with them." [15] Still, one shell was not enough evidence.

[16] Then Emsy discovered clue number four. [17] Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions. Emsy's eyebrows lifted.

[18] "Now we have a pattern." [19] She wrote quickly: Seashells came from far away. Copper came from far away. Both were discovered here.

[20] That changed everything. [21] Perhaps people at Poverty Point had traveled enormous distances themselves, or perhaps objects had moved from community to community through repeated exchanges. Either way, the artifacts suggested communication and connection between people who lived far apart.

[22] Emsy moved to the next display, where an illustration showed people exchanging resources.

The Mystery of the Traveling Shell, continued (Stamina: Medium)

[23] The word scarcity appeared in bold letters. [24] She read the explanation carefully. Scarcity happens when people do not have unlimited amounts of everything they want or need. One region might have plenty of stone but no seashells. Another community might have shells but need materials found somewhere else.

[25] "That makes sense," Emsy whispered. "You trade what you have for something you cannot easily get."

[26] Suddenly, the mysterious shell did not seem misplaced at all.

[27] It was evidence.

[28] Emsy returned to her notebook and organized her clues. [29] First, the shell originated near the coast, while Poverty Point was inland.

[30] Second, the map showed that the shell had traveled a considerable distance.

[31] Third, people at Poverty Point used major rivers for transportation and communication.

[32] Fourth, archaeologists had discovered other materials, including copper, that also came from distant

locations.

[33] Finally, scarcity gave people a reason to exchange resources.

[34] Emsy stared at the list. A strong conclusion needed more than imagination; it needed evidence that fit together logically. [35] She drew a box around her final claim.

[36] The seashell probably reached Poverty Point through long-distance trade.

[37] For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community. Later, someone traded it again. Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point.

[38] No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information.

[39] Emsy closed her notebook and looked once more at the quiet shell behind the glass. [40] When she had first seen it, she thought it was simply a pretty object in the wrong place.

[41] Now she understood something different.

[42] Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence.

[43] And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.

[44] Mystery solved.

48. Student Annotation Guide

Have students TAP the TRACKS, then use exact details to explain narrative craft. The two tables refer to the same medium-stamina passage. **[3.7E]**; **[3.7C]**

The Mystery of the Traveling Shell: Evidence

TRACKS	Evidence
T Time	[12] Rivers were transportation routes long before highways or airplanes; [43] people connected long ago.
R Reactions	[3] Emsy blinked; [17] her eyebrows lifted; [18]–[20] the pattern changed everything; [44] Mystery solved.
A Actions	[1] leaned over the display case; [5] pulled a notebook; [10] studied, located, traced, checked; [28] organized clues; [35] boxed the claim.
C Character, Concept, Creature	Emsy; Poverty Point; scarcity; long-distance trade; archaeologists.
K Key Knowledge	[8] coastal origin; [17] distant copper; [24] scarcity and uneven resources.
S Scenery / Setting	[1] glass display case and small, pearly seashell; [12] blue river lines, Mississippi and Ohio Rivers.

The Mystery of the Traveling Shell: Craft Effects

TRACKS	Evidence
T Time	Historical context gives meaning to the journey and ending.
R Reactions	Reaction, voice, and short sentences make the turning point noticeable.
A Actions	Precise actions let the reader follow the investigation step by step.
C Character, Concept, Creature	The character's curiosity connects objects, people, and the past.
K Key Knowledge	Connected facts make the final claim logical rather than a guess.
S Scenery / Setting	Specific visual details help the reader enter the museum and imagine the route.

49. TRACKS Evidence Highlighting

Before narrative writing, preview the passage and have students TAP the TRACKS to locate six kinds of measurable evidence. Use this evidence to discuss how purposeful detail develops Emsy's experience.

[3.7E]

Use the same six categories, wording, and color labels throughout the cluster. TRACKS marks evidence in the passage; prompt-analysis shapes belong to prompt work.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)

S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)
---	-------------------	---

Teacher use: students read the plain selection, annotate a working copy, and use their evidence during comparison and craft explanations.

50. Five-Day GRADUATE Lesson

Use the daily sequence below to connect teacher modeling, guided practice, independent writing, reflection, and explanation. Keep the stated time and independent product for each day.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day 1 Purpose: compare basic and developed versions and identify what the writer added and how each addition affects the reader. Materials: medium passage, comparison excerpts, WHAT GREW? chart, TRAILS chart, and highlighters.

Standard	Focus
TEKS	[3.12A(i)] compose literary texts, including personal narratives, using genre characteristics; [3.12A(ii)] compose literary texts, including personal narratives, using craft
ELPS	4(C)(ii) Write using content-area vocabulary.; 4(F)(i) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

GATHER ■ TEACH

CLASS SLIDE

M2-01, Module Launch: display PREPARE Module 2, Week 2, Medium Stamina; introduce topic, purpose, audience, genre, and planning.

TEACHER SCRIPT

"Compare these two versions: Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell. 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? What did the writer add?"

CLASS SLIDE

M2-04, Same Topic, Different Job: show how a narrative, explanation, viewpoint, or direct message changes when purpose or audience changes.

Read the passage in four chunks: [1]-[11] opening and map; [12]-[21] rivers, travel, and copper; [22]-[36] scarcity, exchange, and claim; [37]-[44] final reflection. Pause briefly to name one place the narrative grew. Use DOT and TRACKS. **[3.7E]**

CLASS SLIDE

M2-02, Reading Purpose: display the fuller shell narrative and ask which added details help the audience experience the story.

REVEAL ■ TEACH

CLASS SLIDE

Display WHAT GREW? Identify setting and character, precise actions, purposeful dialogue, pacing, and a meaningful ending.

CLASS SLIDE

Display the Purposeful Detail Test: help readers see or understand; reveal character or move the narrative; strengthen moment or meaning.

TEACHER SCRIPT

"As you read, notice where you can see the setting, hear Emsy, understand her thinking, pause for a discovery, and understand why the experience matters. You can make your narrative deeper when every detail has a job."

Model Growth Moves 1-2: contrast kneeling beside the case with leaning until her nose almost touches it. Then compare tracing a distance with studying, locating, tracing, and checking the map scale. Explain how precise actions connect character and setting.

Modeled Craft Analysis (Teacher Think-Aloud)**CLASS SLIDE**

Display [10]: studied the coastline, located Poverty Point, traced the distance, and checked the map scale. Have students explain each precise action.

Model Growth Move 3: reread [14]. The dialogue reveals Emsy's reasoning and advances the investigation. Model Growth Move 4 with [18]-[20]: the discovery receives several sentences and a short pause at "That changed everything."

Growth Move 5: compare the basic ending with [43]. The developed reflection shows how Emsy now understands the shell and the people connected to it.

Purposeful Detail Test: ask whether the detail helps readers see or understand, reveals character or moves the narrative, or strengthens the important moment or meaning.

Connect Purposeful Craft to TRAILS**CLASS SLIDE**

Display [18]-[20] and [43]. Contrast the slowed discovery with the reflective ending.

CLASS SLIDE

Display TRAILS: T Topic or Experience; R Relationship; A Actions, Thoughts, and Dialogue.

CLASS SLIDE

Continue TRAILS: I Important Moment; L Lesson or Lasting Effect; S Setting. Each part serves the reader's experience.

Model narrative parts with Maya: a rusty key beneath a school-garden bench; a thought about why it is there; a call to Ben; dirt rubbed from a G-7 tag one mark at a time; an ending in which the key opens a story rather than a treasure box.

3.12A(i); 3.12A(ii)

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Use Fist to Five to check confidence about genre selection. Then have students name one added detail and explain its job; confidence alone is not mastery.

Misconception / teacher move: if students prefer a version only because it is longer, ask what the added words actually do for the reader.

Access and product: allow rereading, pointing, and oral explanation; students still name the move and effect. Collect annotated excerpts and WHAT GREW? observations. Close by previewing the partner laboratory.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day 2 Purpose: partners or groups of three compare passage versions and apply purposeful growth moves in Narrative Growth Laboratory. Materials: five pairs of excerpt cards, five growth labels, six base-sentence cards, seven craft cards, recording sheets, and score sheet.

Standard	Focus
TEKS	3.12A(ii) compose literary texts, including personal narratives, using craft; 3.11C(i) revise drafts to improve sentence structure by adding ideas
ELPS	4(D)(iii) Write using a variety of grade-appropriate connecting words.

ATTEMPT ○ LEARN

CLASS SLIDE

M2-05, Attempt: Genre Transform. Partners draw content and purpose/audience cards, transform the content orally, and name the genre before the laboratory.

CLASS SLIDE

Display Narrative Growth Laboratory: Round One matches the basic/developed moments and labels the growth; Round Two grows a base sentence with an assigned move.

Round One: place L1-L5 and M1-M5 in columns. Have students match the same story moment, select a Growth Label, and explain what grew and how it helps the reader. Round Two: students draw one base sentence and one craft move, write a connected expansion, and explain the effect.

GAME MATERIALS

Prepare L1-L5 and M1-M5 excerpt cards, Growth Labels A-E, Base Sentence Cards B1-B6, Craft Move Cards C1-C7, and recording and score sheets.

Game Routine and Sample Cards (Teacher Reference)

Step	Action	Check
1	Match L1/M1: knelt beside a display case versus leaned until her nose almost touched it; smooth white versus small, pearly shell.	A: precise action and description.
2	Match L2/M2: asking why a seashell is here versus blinking, whispering that it cannot be right, and asking how it traveled hundreds of miles.	B: reaction, voice, and stronger questioning.
3	Match L3/M3: rivers as routes versus blue curved lines and imagined wooden boats carrying resources.	C: setting, imagery, and explanation.
4	Match L4/M4: objects forming a pattern versus the dialogue, written comparison of shells and copper, and "That changed everything."	D: slower pacing at the important moment.
5	Match L5/M5: clue from the past versus the smallest object revealing a story of travel, trade, problem solving, and connection.	E: deeper lesson or lasting effect.
6	Have partners explain what the writer added and how it helps the reader.	All matches: L1-M1-A; L2-M2-B; L3-M3-C; L4-M4-D; L5-M5-E.
7	Base cards: B1 Sam saw a coin. B2 He looked at the old tree. B3 He asked his friend for help.	Keep the mystery connected.
8	Base cards: B4 He found letters on the coin. B5 He understood the clue. B6 He left the playground.	Each base sentence can grow.
9	Craft cards: C1 clear setting; C2 precise actions; C3 useful thought; C4 revealing dialogue.	Use the assigned move.
10	Craft cards: C5 character relationship; C6 slowed important moment; C7 lesson or lasting effect.	Explain the reader effect.
11		

	Draw one base and one craft card. Sample B4+C6: Sam rubbed the dirt from the coin. First one letter appeared. Then another. His breath caught when he read his own last name.	1 point each: assigned move, narrative connection, effect explanation.
12	Rotate roles and repeat. Samples: B1+C1 places the coin beside the sandbox during recess; B3+C5 shows Sam trusts Lena because she notices missed details; B6+C7 leaves Sam with a question about hidden stories.	Accept varied purposeful responses; reject random additions.

Teacher guidance: allow multiple correct expansions. Award one point each for using the assigned move, connecting it to the mystery, and explaining its effect. A random color, animal, food, or weather detail with no narrative job earns no craft credit.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

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

Misconception / teacher move: ask whether the narrative would lose anything if the added detail disappeared. If nothing changes, help the student identify a purposeful job for the revision.

Access and product: allow oral rehearsal and the TRAILS chart. Collect matches, growth labels, expanded sentences, and effect explanations. Close by previewing the independent complete narrative.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day 3 Purpose: discuss purposeful development, then independently write a complete narrative. Allocate 15 minutes to discussion, 10-15 to planning, and 40-50 to independent writing.

Standard	Focus
TEKS	[3.11A(i)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; [3.12A(i)] compose literary texts, including personal narratives, using genre characteristics; [3.12A(ii)] compose literary texts, including personal narratives, using craft; [3.11C(i)] revise drafts to improve sentence structure by adding ideas; [3.11D(i)] edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; [3.11D(vi)] edit drafts using standard English conventions, including singular nouns; [3.11D(viii)] edit drafts using standard English conventions, including common nouns; [3.11D(xxii)] edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS	4(C)(ii) Write using content-area vocabulary.; 4(D)(i) Write using a variety of grade-appropriate sentence lengths.; 4(D)(iii) Write using a variety of grade-appropriate connecting words.; 4(F)(i) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

DISCUSS ○ LEARN

CLASS SLIDE

M2-o6, Discuss Craft with Purpose: compare purposeful detail with random elaboration in the medium-stamina passage and coin examples.

TEACHER SCRIPT

"Compare the two coin sentences. Which one helps you experience the discovery? Explain what the added words do for the reader."

Expected thinking: "During morning recess, Sam spotted a dull silver coin wedged between the roots of the oldest tree on the playground" develops setting, precise action, and a meaningful location. A string of nice, pretty, and wonderful adjectives adds little useful information.

TEACHER SCRIPT

"Before you add a detail, ask whether it helps your reader see or understand, reveals your character or moves the story, or strengthens your important moment or meaning. Where does your important moment need more space?"

CLASS SLIDE

Display the rushed discovery and flat ending. Ask what is missing from the reader's experience.

PERSONAL CONNECTION QUESTION (DISCUSS) [3.7A]

Ask: "What discovery from your own life helps you understand Emsy's curiosity? How could you help a reader experience that moment?" Return to the passage and purposeful detail.

Discuss the rushed sentence "Sam found letters on the coin and solved the mystery." Have students identify missing letters, reaction, and logical connection. Contrast "Then Sam went home. The end." with an ending that shows understanding, changed feeling, relationship, or lasting effect.

USE (Try It On Your Own!) ✓ ASSESS**CLASS SLIDE**

M2-07, Independent Use: display the complete narrative assignment and require topic, purpose, audience, genre, and planning strategy before drafting.

Step 1: have each student record topic, purpose, audience, narrative genre, and freewriting or mapping as the chosen strategy. [3.11A(i)]

Step 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.

Step 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. [3.12A(i)]; [3.12A(ii)]

Step 4: midway, have students mark the important moment with a small star and reread it. After drafting, add one purposeful idea to a thin sentence and check complete sentences, agreement, singular/common nouns, and high-frequency spelling. [3.11C(i)]; [3.11D(i)]; [3.11D(vi)]; [3.11D(viii)]; [3.11D(xxii)]

CLASS SLIDE

Display the choice board: key under a garden bench; shell in a classroom cabinet; coin between roots; feather in a book; photograph behind a museum display; tiny map in a coat pocket; button beneath a stage; carved stone by a river; note in an old lunchbox; own object.

Independent Complete Narrative Check

Acceptable evidence: a title and a complete experience with all six TRAILS elements. Three paragraphs are appropriate, but completeness and quality matter more than a fixed paragraph count. The high exemplar in section 53 models the full product.

WRITING REQUIREMENT [3.7F]

Require a title, specific setting, main character and relationship, clear beginning, at least three connected actions or clues, useful thought and dialogue, a slowed important moment, a lasting effect, and a complete ending. Use new vocabulary appropriately. [3.12A(i)]; [3.12A(ii)]; [3.7F]

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the independent genre decision, planner, and complete narrative. Check that each detail has a job, the important moment spans more than one sentence, and the ending shows a lesson, realization, or lasting effect.

Misconception / teacher move: a planner or ordered event list is not the finished narrative. Confer with questions about where the character is, how one clue leads to the next, what changes at discovery, and what remains at the ending.

Independence and product: allow the TRAILS chart, choice board, prior PREPARE narrative, and personal notes. Partners may not create the plot, clues, ending, or sentences. Collect the independent planner and complete narrative in the writing folder.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day 4 Purpose: recognize specific strengths and identify a new goal, curiosity, or stress point.
Materials: complete narratives, badge cards, Author Award Certificate, Target Sheet, sticky notes, and TRAILS chart.

Standard	Focus
TEKS	[3.12A(ii)] compose literary texts, including personal narratives, using craft; [3.11C(i)] revise drafts to improve sentence structure by adding ideas; [3.11D(i)] edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; [3.11D(vi)] edit drafts using standard English conventions, including singular nouns; [3.11D(viii)] edit drafts using standard English conventions, including common nouns; [3.11D(xxii)] edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS	4(D)(i) Write using a variety of grade-appropriate sentence lengths.; 4(E)(ii) Write formal or informal text using grammatical structures.

AWARD ✓ ASSESS

CLASS SLIDE

M2-09, Award Purposeful Craft: identify a sentence or moment that helps the narrative do its job for the audience.

TEACHER SCRIPT

"You created a complete narrative with more decisions. Today, award your growth. Choose three badges and show your evidence. Explain how each choice helps your reader. Then name a specific goal, curiosity, or stress point and your next step."

CLASS SLIDE

Display the award frame for teacher modeling: name the badge, identify exact evidence, and explain the effect on the reader.

Students read the full narrative, choose three badges, mark the evidence, and explain its effect. Badges: Strong Opening; Relationship Builder; Character in Motion; Character Voice; Clue Builder; Important Moment; Meaningful Ending; Complete TRAILS. The Complete TRAILS Badge requires evidence for all six letters.

TARGET ✓ ASSESS

CLASS SLIDE

M2-10, Target the Next Craft Move: select a precise action, thought, dialogue line, setting detail, or reflection that would improve the experience.

Have students complete at least two Target Sheet sections: New Goal, Curiosity, Stress Point, or Next Step. Contrast a vague goal such as writing better with slowing the important moment through three small actions before discovery.

CLASS SLIDE

Display a specific target: slow the important moment by showing three small actions before discovery. Model a curiosity and a stress point as alternatives.

Embedded check: require skill, evidence, and effect for every award. Require a specific next action for the target. Have students revise one thin sentence and reread for the targeted conventions.

SMALL-GROUP SUPPORT: SLIDE 14

Oral Rehearsal Before Drafting: provide topic and purpose/audience cards; have the student justify genre and rehearse where/who, what happened, and what changed. Use sentence strips to rearrange ideas. Return all writing decisions to the student.

Access and product: partners share one award and one target, then give evidence-based feedback or a helpful question. The listener clarifies the writer's target without choosing it. Collect three award statements, at least two target reflections, and a revision.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: GROUPS OF THREE OR FOUR | 15 MINUTES | ✓ ASSESS

Day 5 Purpose: share the independently written complete narrative and educate others about TRAILS and purposeful development through the Museum of Mystery Narratives. Materials: narratives, placards, Listener Response Cards, TRAILS chart, and optional exhibit labels.

Standard	Focus
TEKS	[3.12A(i)] compose literary texts, including personal narratives, using genre characteristics; [3.12A(ii)] compose literary texts, including personal narratives, using craft; [3.11D(i)] edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; [3.11D(vi)] edit drafts using standard English conventions, including singular nouns; [3.11D(viii)] edit drafts using standard English conventions, including common nouns; [3.11D(xxii)] edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS	4(C)(ii) Write using content-area vocabulary.; 4(F)(i) Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

EXPLAIN ✓ ASSESS [3.7G]

CLASS SLIDE

M2-11, Teach the Choice + the Craft: have authors explain why narrative fits and which move most improved the writing.

EDUCATE

TEACHER SCRIPT

"Today, your narrative becomes an exhibit. You created an experience with words, and you are the expert beside it. Read your opening, important moment, and ending. Show the exact words of one deliberate choice and explain its effect. As a listener, gather evidence and ask a specific question."

CLASS SLIDE

Display the Author-Educator Placard fields: title, mystery beginning, setting, important moment, realization, deliberate choice, and reader effect.

Each author states the title and mystery, reads the opening, important moment, and ending, names a deliberate craft choice, explains its effect, and answers a listener question. Use groups of three or four or a gallery rotation.

Transfer: Genre and Craft 3.11A(i); 3.12A(ii)

CLASS SLIDE

Display listener prompts for setting, character, important moment, lasting effect, craft decision, and a question about the author's choice.

Collect a brief independent transfer check after the museum. Sections 57-58 adapt the lesson plan genre-decision and narrative-growth checks into the template's four-item printable format; the complete Day 3 narrative remains the main writing evidence.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for exact words and their reader effect during the museum. Have students complete the short transfer check independently, then review their narrative for the same purposeful move.

Access without lowering rigor: allow oral rehearsal and visible listener stems. Each author must identify an exact choice and explain how it helps the intended reader.

CLASS SLIDE

M2-12, Module Synthesis: keep the topic fixed, change purpose/audience, and explain how genre and craft change. Use Audience Switch enrichment after demonstrated mastery.

CLASS SLIDE

Display My Progress Tracker. Have students reflect privately on independent genre selection, purposeful detail, craft, pacing, and a complete meaningful ending.

Return to the Citizenship Connection

Connect Emsy's evidence-based claim to the way trade can connect distant communities. Ask students to explain what clues support the claim and what remains uncertain.

Return to the Overarching Question

Have students compare Monday's and Friday's thinking, then compare the earlier short narrative with the new complete narrative. Look for stronger setting, relationships, actions, thought, dialogue, clues, pacing, and ending. Collect the placard, listener response, transfer check, and progress reflection.

CLOSING ENCOURAGEMENT

"You have used purposeful details to help your reader see the setting, understand your character, feel the important moment, and carry meaning away from the ending. You have created an experience for another reader."

Student Exemplars

Exemplar prompt for sections 51-53: 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. Use the three lesson plan responses to examine development, pacing, and lasting effect.

51. Low / Developing Exemplar

Field	Detail
Student response	Maya found a key under the bench. She tried it in a door. It opened. There were seeds inside. She planted them.
What the student did successfully	Includes a mystery object, ordered events, and a discovery.
What is missing	The setting is thin; thought and dialogue are absent; the important moment is rushed; the ending does not show meaning.
Why it falls at this level	The response reads closer to an event list than a developed narrative.
Exact next instructional step	Add a specific setting and relationship, slow the important moment through small actions, and end with a lasting effect.

52. Medium / Approaching Exemplar

Field	Detail
Student response	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 the student did successfully	Includes setting, relationship, dialogue, connected clues, and a discovery.
What is missing	Opening the door happens quickly; the ending tells that the experience is special without showing its meaning.
Why it falls at this level	The narrative develops the experience but leaves pacing and lasting effect thin.
Exact next instructional step	Slow the important moment with small actions and show what changes for the character at the ending.

53. High / Secure Exemplar

Part	Example
Title	The Key Beneath the Garden Bench
Genre and writing job	Narrative: let the intended reader experience a mysterious discovery.
Complete student response	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. "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. 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. 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. 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. Each time Maya passed the garden, she remembered that even a small key could connect people who had never met.
Why it works	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.

Exemplar TRAILS Key: Topic, Relationship, and Action

Letter	Characteristic	Evidence from the Secure Narrative	Why It Works
T	Topic or Experience	Maya finds and investigates an old key.	The mystery gives the narrative a clear focus.
R / A	Relationship / Actions, Thoughts, and Dialogue	Maya and Ben connect with earlier students; Maya notices, kneels, calls, turns, searches, hurries, pushes, brushes, thinks, and speaks.	The relationship and precise actions develop the experience.

Exemplar TRAILS Key: Important Moment, Lasting Effect, and Setting

TRAILS Part	Evidence from the Secure Model	Why It Works
I	The key opens the greenhouse and reveals the cabinet and note.	Small actions, a pause, and the click slow the discovery.
L / S	A small object connects groups across time; the setting is the school garden after science club.	The lasting effect grows from a specific place and experience.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

An adequate response confirms narrative fits the topic, purpose, and audience; includes a plan; develops all six TRAILS characteristics; gives details purposeful jobs; slows the important moment across multiple sentences; and ends with a lesson, realization, or lasting effect. Accept varied objects, plots, and wording when the clues connect logically. Judge the reader's experience rather than length.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Writing-job comparison establishes that purpose and audience guide genre. 3.11A(i)
T2	Day 1 Reveal	■ TEACH	Five growth moves and reader effects are modeled. 3.12A(i) ; 3.12A(ii)
L3	Day 2 Attempt	○ LEARN	Laboratory matches, growth labels, expanded sentences, and effects show guided application. 3.12A(ii) ; 3.11C(i)
L4	Day 3 Discuss	○ LEARN	Discussion distinguishes purposeful detail from random words, and a developed moment from a rushed event. 3.12A(ii)
A5	Day 3 Use	✓ ASSESS	The independent genre decision, TRAILS planner, and complete narrative show application. 3.11A(i) ; 3.12A(i) ; 3.12A(ii)
A6	Day 4 Award	✓ ASSESS	Three awards connect skill, exact evidence, and reader effect. 3.12A(ii)
A7	Day 4 Target	✓ ASSESS	A specific target and revised sentence show purposeful improvement. 3.11C(i)
A8	Day 5 Explain	✓ ASSESS	The author explains a deliberate craft choice using narrative evidence. 3.12A(i) ; 3.12A(ii)
A9	Day 5 Transfer	✓ ASSESS	A new genre-and-craft check and final reflection show transfer. 3.11A(i) ; 3.12A(ii)

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students confirm a genre and develop a complete narrative with purposeful craft.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Notebooks; growth labels; base-sentence and craft-move cards; medium-stamina passage; planners; narratives.
Related TEKS Breakout	3.12A(i) compose literary texts, including personal narratives, using genre characteristics; 3.12A(ii) compose literary texts, including personal narratives, using craft; 3.11A(i) planning; 3.11C(i) revision.

Task	Use the Narrative Growth Laboratory as a guided check, then collect the independent complete narrative and the Day 5 explanation.
Expected Response	Students match growth, apply purposeful craft, and develop all six TRAILS characteristics.

Informal assessment: observe laboratory explanations, purposeful-detail decisions, and identification of a turning point. Use Fist to Five for confidence, Sort It for TRAILS placement, and a one-sentence genre justification for written evidence.

Formative assessment: collect the Day 3 genre decision, freewriting or mapping plan, and complete narrative. Check purposeful craft, a developed important moment, and a meaningful ending.

Exit check: use sections 57-58 for a short application of the lesson plan genre and growth checks. This check supplements the complete narrative and Museum explanation; it does not replace them.

Assessment Prompt Bank (Teacher Reference)

Teacher Prompt	Focus	Expected Evidence
Have students justify narrative for a mysterious discovery intended for classmates.	Genre Decision	Narrative fits because the reader should experience the discovery.
Have students grow the base sentence Sam saw a coin with a clear setting.	Purposeful Craft	During morning recess, Sam noticed a dull silver coin beside the sandbox.
Have students explain what a slowed important moment and meaningful ending add.	Reader Effect	The reader experiences the discovery and understands what the character carries away.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: [3.11A\(i\)](#); [3.12A\(ii\)](#) | **Target:** students justify genre and use a purposeful detail to develop an experience.

Teacher directions: read the writing job aloud: 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.

Writing job: a mysterious coin discovery; purpose: let the reader experience it; audience: classmates.

1. Selected response. Have students mark the fitting genre and briefly justify the choice: [] NARRATIVE [] INFORMATIVE (2 points)

2. Constructed response. Have students grow Sam saw a coin with a clear setting and a purposeful action. (4 points)

3. Craft explanation. Have students underline one added detail and explain how it helps the reader. (2 points)

4. Transfer / application. Have students name a small action that could slow the coin discovery: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	NARRATIVE, because classmates should experience the discovery. Award 1 for genre and 1 for a purpose/audience justification.	Genre follows the writing job.	2	3.11A(i)
2	Lesson plan example: During morning recess, Sam noticed a dull silver coin beside the sandbox. Award 4 for a coherent setting and purposeful action; 3 for a clear but thin expansion; 2 for one useful addition; 1 for random expansion only; 0 for no relevant response.	Added words orient the reader and develop the event.	4	3.12A(ii)
3	Accept an underlined detail such as during morning recess or beside the sandbox plus an explanation that it helps the reader picture where or when the discovery occurs. Award 1 for identifying the detail and 1 for its effect.	The detail performs a specific job.	2	3.12A(ii)

4	Accept a small action such as Sam rubbing dirt from the coin so one letter appears, then another. Award 2 for an action that slows and clarifies discovery; 1 for a related but general action; 0 for an unrelated or missing action.	Pacing gives the reader time to experience the important moment.	2	3.12A(ii)
---	---	--	---	------------------

59. Scoring Principle

Score whether students match the genre to the writing job and use purposeful craft to develop the reader's experience. Judge quality by function and completeness, not length. Report convention needs separately when errors do not obscure the genre or craft evidence.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Audience Switch enrichment.
7-8	70-89%	Developing	Confer on the missing genre justification or purposeful-detail explanation.
5-6	50-69%	Emerging	Use Oral Rehearsal Before Drafting and the Purposeful Detail Test.
0-4	Below 50%	Beginning	Reteach topic, purpose, audience, and genre with cards; rehearse a setting, action, and changed understanding.

61. Recommended Gradebook Label

Gradebook label: G3 PREPARE M2

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	[3.11A(i)] planning; [3.12A(i)] genre characteristics; [3.12A(ii)] craft.
Spiral TEKS	[3.11C(i)] adding purposeful ideas; [3.11D(i)] ; [3.11D(vi)] ; [3.11D(viii)] ; [3.11D(xxxii)] editing checks; [3.7F] vocabulary.
Purpose	Students independently write a complete narrative that lets the intended reader experience a mysterious discovery.
Exact Student Prompt	Teacher presents the assignment: "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."
Exact Student Directions	Have students record topic, purpose, audience, genre, and planning strategy; plan with freewriting or mapping and TRAILS; then independently draft connected sentences and complete paragraphs.
Non-Negotiable Expectations	Require a title, specific setting, main character, relationship, beginning, three or more logically ordered actions or clues, useful thought, useful dialogue, an important moment across multiple sentences, lasting effect, and complete ending. Realistic or lightly imaginative events must make sense within the story.

WRITING REQUIREMENT **[3.7F]**

Have students use newly acquired vocabulary where it serves the narrative. Require purposeful development and a complete experience rather than a fixed word or paragraph count. **[3.7F]**; **[3.12A(i)]**; **[3.12A(ii)]**

63. Student Planning Frame

Have students independently choose freewriting or mapping and use the complete TRAILS planner. Anchor charts, the choice board, prior writing, and personal notes may support access.

1. Record topic, purpose, audience, genre, and planning strategy. **[3.11A(i)]**
2. Choose a title and plan T, Topic or Experience: the found object and the mystery it begins.
3. Plan R, Relationship: main character, helpers or challengers, and connection to the object, mystery, or past.
4. Plan S, Setting: where and when the narrative starts and details that help the reader picture it.
5. Plan A, Actions, Thoughts, and Dialogue: first action, connected clues, useful thought and speech, and action leading to discovery.
6. Plan I, Important Moment: what is discovered, decided, or understood; small actions across several sentences; character reaction.
7. Plan L, Lesson or Lasting Effect: what the character understands, how the object seems different, and what should stay with the reader.

64. Writing Assignment Rubric

Use the template's five-criterion, four-level scoring format to record the lesson plan genre-decision, purposeful-craft, important-moment, and meaningful-ending criteria. Award 0 for an absent criterion; maximum 20 points. Check the targeted conventions separately during the standards application check.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Genre and planning [3.11A(i)]	Topic, purpose, audience, and narrative choice are justified; a useful independent plan guides drafting.	Genre fits; decision or plan is thin.	Some writing-job parts or plan elements are present.	Genre is named without a fitting justification or usable plan.
Complete TRAILS experience [3.12A(i)]	All six characteristics create a complete beginning, developing middle, and ending.	Most characteristics are developed; one connection is thin.	Several characteristics appear, but the experience is incomplete.	Events are listed with little development.
Purposeful craft [3.12A(ii)]	Precise actions, thought, dialogue, and connected clues have clear jobs.	Mostly purposeful details; some generic choices.	Useful additions mix with random or weakly connected detail.	Added words do little to develop the experience.
Important moment [3.12A(ii)]	Several small actions, thoughts, or reactions show a clear discovery or turning point.	The important moment is clear but unevenly paced.	Discovery is identifiable but rushed.	The turning point is missing or unclear.
Meaningful ending [3.12A(i)]; [3.12A(ii)]	A lesson, realization, changed feeling, or lasting effect grows naturally from the experience.	Meaning is present but briefly developed.	Ending states that the moment mattered without showing why.	Ending only stops the sequence.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure narrative writer	Audience Switch: keep the shell topic and change audience, response form, and wording.
14-17	70-89%	Developing	Confer on the weakest criterion and revise the connected part of the narrative.
10-13	50-69%	Emerging	Use oral rehearsal and sentence strips to connect actions and develop the important moment.
Below 10	Below 50%	Beginning	Reteach the writing-job decision and TRAILS with a modeled moment, then return the writing to the student.

66. Teacher Feedback Shortcuts

- Strength script: "You named the writing job before choosing your genre."
- Strength script: "You used this detail to help your reader picture the setting."

- Target script: "You can slow your important moment by showing what happens one small action at a time."
- Target script: "What does your character understand or feel differently at the end?"
- Evidence script: "Show the exact words you chose. Explain how they help your reader."
- Vocabulary script: "Choose a precise word that gives your detail a useful job."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use Oral Rehearsal Before Drafting to support genre decisions and a connected narrative.
Group Size	Small group, with an individual genre decision and draft for each student.
Time	Use a brief conference after Day 3; extend rehearsal as needed.
Materials	Topic cards; clear purpose/audience cards; genre and TRAILS charts; sentence strips; notebook.
Relevant TEKS Breakout	[3.11A(i)] ; [3.12A(i)] ; [3.12A(ii)] ; [3.11C(i)] .
Relevant ELPS	4(C)(ii): Write using content-area vocabulary. 4(F)(i): Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

Step 1: Name the Writing Job. Provide a topic card and a clearly stated purpose/audience card. Have the student explain what the writing needs to do and for whom.

CLASS SLIDE

Display the writing-job frame for oral rehearsal: identify what the writing needs to do, who receives it, and which genre fits.

TEACHER SCRIPT

"Name your topic, purpose, and audience. Which genre fits, and why? Before you write, tell where your character is, what happens, and what changes. You can move your sentence strips until the clues connect."

Have students justify the genre orally before planning. Keep the decision with the student.

Step 2: Rehearse the Narrative.

CLASS SLIDE

Display the three-part rehearsal: where/who; what happened; what changed.

Have students rehearse three parts: where/who, what happened, and what changed. Connect the oral plan to the six TRAILS characteristics.

Step 3: Arrange the Ideas. Use sentence strips so students can physically rearrange actions and clues before drafting. Ask what each added detail does.

Step 4: Draft and Explain. Have the student write the rehearsed narrative independently, then identify a purposeful detail and explain its effect.

Teacher conference: check the setting, connected action, turning point, and changed understanding. Use questions and frames while retaining the student's decisions and writing.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Compare a basic and developed sentence.	Students name what was added and its job.	Longer automatically means better.	Apply the Purposeful Detail Test.
Identify the important moment.	Students point to [18]-[20], the pattern and changed thinking.	An ordinary action is selected.	Ask where Emsy's thinking changes.
Justify a craft move.	Students explain its reader effect.	A random color, food, or weather detail is enough.	Ask whether removing it would weaken the narrative.
Review genre choice before planning.	Students name topic, purpose, and audience and justify narrative.	A passage with facts must produce an informative response.	Separate passage genre from the assigned response purpose.

69. Student Support Quick Reference

If a student...	Support to Provide
Adds random detail	Apply the Purposeful Detail Test before retaining the addition.
Rushes the important moment	Ask for three small actions before the discovery.
Writes a flat ending	Ask what the character understands or feels differently now.
Masters quickly	Use Audience Switch enrichment.

Supporting materials: Topic-Purpose-Audience-Genre chart; TRAILS chart; Purposeful Detail Test; narrative choice board; growth cards; sentence strips; exemplars; My Progress Tracker.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Use Audience Switch to compare response texts while keeping the shell topic constant.
Group Size	Pairs or small groups, with an individual explanation of changes.
Materials	Shell passage; audience cards for classmates, curator, and visitor-guide readers; notebooks.
Relevant TEKS Breakout	[3.11A(i)] planning for purpose/audience; [3.12A(ii)] purposeful craft; [3.11C(i)] revision.
Relevant ELPS	4(D)(iii): Write using a variety of grade-appropriate connecting words. 4(F)(i): Write to narrate, describe, explain, respond, or persuade with detail in the content areas.

Part 1: Name the Audiences. Keep the shell topic and compare a third-grade class, museum curator, and visitor-guide readers.

CLASS SLIDE

Audience Switch: same shell topic; three audiences; three appropriate openings; explain the changed details and words.

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

Part 2: Compare the Openings. Students explain which details and words changed because the audience and writing job changed.

Part 3: Refine and Explain. Have students revise one opening and explain how its genre and craft serve the intended audience.

Expert reflection: collect an explanation of what stayed constant, what changed, and why.

71. Additional Writing Opportunity: Plan and Draft

Writing prompt for teacher delivery: "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."

Connection to this module: purpose and audience guide genre first; purposeful craft then helps narrative do its job. Have students plan with freewriting or mapping and develop the experience with TRAILS.

Planning Support

1. Have students name topic, purpose, and audience and confirm that narrative fits. [3.11A\(i\)](#)
2. Have students choose freewriting or mapping.
3. Have students plan Topic or Experience and Relationship.
4. Have students establish Setting and connected Actions, Thoughts, and Dialogue.
5. Have students plan several small actions that slow the Important Moment. [3.12A\(ii\)](#)
6. Have students identify the Lesson or Lasting Effect.
7. Have students connect all parts in a complete beginning, middle, and ending. [3.12A\(i\)](#)

WRITING REQUIREMENT [3.7F](#)

Have students apply vocabulary appropriately as they develop a complete narrative. Check purposeful details and a logical sequence rather than an arbitrary length. [3.7F](#)

Drafting space: have students write a complete beginning, developing middle, important moment, and meaningful ending. Model opening from the lesson plan: "Wind pushed dry leaves across the school garden as Maya waited for her grandmother after science club."

Success Criteria

- The genre fits the topic, purpose, and audience.
- Each detail performs a job.
- The important moment develops across more than one sentence.
- The ending shows a lasting effect.
- The narrative forms a complete experience for the reader.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Have students read the narrative aloud and add one purposeful idea to improve a thin or abrupt sentence. [3.11C\(i\)](#)

Edit. Have students check complete simple sentences and subject-verb agreement, singular/common nouns, and high-frequency spelling. [3.11D\(i\)](#); [3.11D\(vi\)](#); [3.11D\(viii\)](#); [3.11D\(xxxii\)](#)

Share. Have students read to a partner who names one deliberate craft choice and its effect.

Teacher resources: use the Module 2 narrative models, growth-card answer guidance, and the standards application check to support feedback.

Engagement & Home Connection

73. Auditory Engagement Moments

Use Pass-the-Mic Genre Echo so students hear how purpose and audience change language and structure while topic remains constant. Begin with voice and movement before writing.

- Read a neutral passage fact, such as the shell being found far inland.
- Have Team 1 transform it into a narrative line, Team 2 an informative line, Team 3 a viewpoint line, and Team 4 a museum-message line.
- Pass a classroom microphone object after each response; have listeners name the genre clue and intended purpose or audience.
- For fresh recall, have students turn away from charts and orally justify a genre using topic, purpose, and audience.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Before choosing genre, have students name topic, purpose, and audience in their own words. Narrative fits when the reader should experience a discovery.

PAUSE POINT: MIDWAY

During drafting, have students check whether they are developing an experience or listing events. Look for setting, actions or thoughts, and an important moment where thinking changes.

PAUSE POINT: BEFORE YOU FINISH

Before finishing, have students check whether a reader who was absent could picture the experience. Require a connected setting, actions, important moment, and lasting effect.

75. At-Home Connection

These brief home activities strengthen the prepared-writer habit through conversation. No special materials are needed. Invite families to listen as the student names topic, purpose, audience, and genre and tells a developed experience.

TEACHER INFORMATION: TASK CARD 1

Send this card first to practice naming the writing job before choosing a genre.

Task Card 1: Name the Writing Job. Send a prompt inviting students to name a topic from the day, explain purpose and audience, select narrative, informative, opinion, or correspondence, and justify the choice. **[3.11A(i)]** Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to practice developing an experience with TRAILS instead of listing events.

Task Card 2: Tell the Experience. Invite families to listen to a small-moment narrative with setting, actions, a thought or dialogue line, and what the moment meant. **[3.12A(i)]** Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Provide the same assignment with a word bank and oral frame; preserve the narrative thinking demand.

Task Card 3: The TRAILS Frame. Provide the word bank Setting, Important Moment, Lasting Effect. Have families invite a complete narrative about finding something and listen for each element. **3.12A(i)**
Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your own progress tracker. As you learn this week, check how you feel about each skill you can do independently. Be honest with yourself so you can see your growth. You are in charge of your learning, and I am proud of the thinking you are doing."

Teacher directions: provide time for private reflection after narrative practice. Have students check one response for each skill based on independent evidence in their work.

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

77. Student Award

Evidence of growth: have students name a badge, point to exact narrative evidence, and explain how it helps the reader.

78. Student Target

Next target: have students identify a specific goal, curiosity, or stress point and a next step for purposeful narrative development.

Connect these reflections to Thursday's three award statements and Target Sheet.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today you learned that purpose and audience guide your genre choice first, and then purposeful craft helps your narrative do its job. You made your reader's experience deeper, so the reader can see the setting, follow the actions, hear your character, feel the important moment, and carry meaning away from your ending."

80. Essential / Overarching Question, Answered

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

Purpose and audience guide the genre choice first; once narrative is selected, purposeful craft helps that narrative accomplish its job by making the experience clear, vivid, and meaningful for the reader.

81. Teacher Reflection

- Which students still add detail without a purpose?
- Which students slow the important moment effectively, and which rush it?
- Which students need more support planning with freewriting or mapping?
- Which students can justify genre before drafting?
- Who is ready for the high-stamina application in PREPARE Module 3?
- Which evidence shows growth from a short narrative to a complete narrative?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Narrative Growth Laboratory recording sheets
- Independent complete narratives with TRAILS planners
- Author Award Certificates and Target Sheets
- The Module 2 My Progress Tracker
- Exit checks representing still developing, approaching, and secure responses
- Museum placards, listener responses, and explanations of deliberate craft choices

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use this build sheet for Module 2. Named M2 cues below are those supplied in the lesson plan; the remaining rows identify lesson displays needed for teaching, practice, and assessment.

Cue	Title	Required Content	Lesson Location
M2-01	Module Launch	PREPARE Module 2; Week 2; Medium Stamina; Match the Writing Job to the Genre; learning destination	Day 1 Gather
M2-02	Reading Purpose	Notice details that make Emsy's experience vivid and facts usable for other writing jobs	Day 1 reading
M2-04	Same Topic, Different Job	Compare narrative, explanation, viewpoint, and direct message as purpose/audience changes	Day 1 Gather
Display	WHAT GREW?	Five growth moves and basic/developed excerpts	Day 1 Reveal
Display	Purposeful Detail Test	See or understand; reveal or move; strengthen moment or meaning	Days 1-4
Display	TRAILS	Topic/Experience; Relationship; Actions/Thoughts/Dialogue; Important Moment; Lesson/Lasting Effect; Setting	Days 1-5
M2-05	Attempt: Genre Transform	Transform one content card for an assigned purpose/audience and name genre	Day 2 Attempt
Display	Narrative Growth Laboratory	L1-M1-A; L2-M2-B; L3-M3-C; L4-M4-D; L5-M5-E; base and craft cards; 3-point scoring	Day 2 Attempt
M2-06	Discuss Craft with Purpose	Compare purposeful and random coin details, rushed discovery, and flat ending	Day 3 Discuss
M2-07	Independent Use	Record writing job and strategy; plan and write a complete mystery narrative	Day 3 Use
Display	Complete Narrative Expectations	Title; setting; relationship; 3+ connected clues/actions; thought; dialogue; slowed moment; lasting effect	Day 3 Use
Display	Standards Application Check	Add a purposeful idea; check complete sentences, agreement, singular/common nouns, and spelling	Days 3-5
M2-09	Award Purposeful Craft	Three badges; each award names skill, evidence, and effect	Day 4 Award
M2-10	Target the Next Craft Move	Specific goal, curiosity, or stress point; next action	Day 4 Target
M2-11	Teach the Choice + the Craft	Explain why narrative fits and which choice improved it	Day 5 Educate
Display	Museum of Mystery Narratives	Placard; opening, moment, ending; craft choice; listener question and response	Day 5 Explain

Display	Low and Medium Exemplars	Lesson plan key narratives: event list versus developed but rushed discovery	Sections 51-52
Display	High Exemplar	The Key Beneath the Garden Bench; complete narrative and TRAILS evidence	Section 53
M2-12	Module Synthesis	Explain how changed purpose/audience changes genre/craft; reflect on progress	Day 5 closure

Teacher use: prepare the displays from the lesson plan without changing the task or independence expectations. Preserve the medium-stamina passage, growth-card matches, complete narrative assignment, and Museum explanation.

84. Virtual / Online Adaptation

Keep the same narrative decisions, craft work, independence, and evidence when teaching remotely; adapt how students share and respond.

Element	Adaptation
Shared-screen adaptation	Display four writing jobs and have students signal purpose in chat or with reactions before naming genre.
Annotation	Keep Topic-Purpose-Audience-Genre visible. Use a shared slide with six TRAILS boxes for detail sorting and one written justification.
Breakout discussion	Use groups of three for genre transformation, laboratory comparisons, and Author-Educator Circles; provide Listener Card stems in chat.
Oral response	Have students orally justify genre, rehearse narrative parts, and explain a deliberate craft choice before writing.
Asynchronous option	Provide labeled growth cards and a digital recording sheet. Have students match versions, expand a base sentence, and explain the effect.
LMS submission	Collect the independent complete narrative and planner in a shared document. Use a selected line for craft discussion after independent work.
Digital tracking	Keep Pause Points and private progress reflection. Use the medium passage's [18]-[20] pattern discovery when discussing the important moment.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

After teaching, record what worked, what needs adjustment, and the next support students need. Use the final notes space to return to the essential question.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Plan the Path Before the Draft

Grade 3 | Cluster PREPARE | Module 3

Grade: 3

Cluster: PREPARE, prepared writers begin with a decision about what their writing needs to do

Module: 3; Week 3; High Stamina

Primary Instructional Category: Planning Before Drafting / Narrative Writing

Module Title: Plan the Path Before the Draft

Content Connection / Passage Titles: "The Recess Question"; High Stamina Instructional Application; approximately 861 words

Primary TEKS: [3.11A\(i\)](#) (genre and planning strategy); [3.12A\(i\)](#) (narrative characteristics); [3.12A\(ii\)](#) (narrative craft)

Approximate Daily Instructional Time: five days; allow time for the high-stamina reading, visible planning, drafting, revision, and teach-back

Copyright: The Writing Academy®, LLC

Response Strand (7-Strand) TEKS Woven Into This Module

Use these response skills to support close reading, passage annotation, narrative planning, and discussion. The primary writing targets are genre selection, a justified planning strategy, and narrative development.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected texts; *Day 3: connect respectful decision-making to a familiar experience.*
- **[3.7B]** write a response to a literary or informational text that demonstrates an understanding of a text; *Day 3: develop Beth's changing thinking.*
- **[3.7C]** use text evidence to support an appropriate response; *Days 1-3: support planning choices with passage details.*
- **[3.7D]** retell and paraphrase texts in ways that maintain meaning and logical order; *Day 2: sequence before, important moment, and after.*
- **[3.7E]** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; *DOT, TRACKS, and visible planning.*
- **[3.7F]** respond using newly acquired vocabulary as appropriate; *Use topic, purpose, audience, genre, and planning vocabulary.*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning; *Days 3 and 5: explain Beth's change and the lasting effect.*

1. A Little Inspiration Goes a Long Way!

Open with the idea that planning is where the writer decides. Module 3 moves from recognizing genre choices to selecting a route before drafting.

TEACHER SCRIPT

"Planning is not extra work before writing. When you plan, you decide where your thinking is going."

Connection to this week's type of thinking: students name topic, purpose, and audience; justify a genre; and choose brainstorming, freewriting, or mapping before drafting.

2. Why This Module Matters

Module 3 shifts from recognizing genre choices to planning before drafting. Students use the high-stamina excerpt of "The Recess Question" to see that one shared topic can generate several legitimate response genres when the purpose and audience change. They learn brainstorming, freewriting, and mapping and select a planning tool that fits the writing job. The formal independent product is narrative.

Where it fits into writing: build on Modules 1 and 2 by requiring a visible planning move before drafting. Students develop Beth's changing thinking with TRAILS.

Why it matters beyond this assignment: students learn to justify a thinking tool instead of treating every plan as an interchangeable worksheet. An authentic audience shapes language, detail, and form.

3. Module Essential / Overarching Question

How does a writer choose a clear route before drafting, so the plan matches the topic, purpose, audience, and genre?

Record initial thinking at the start of the week and return to it on Friday. The overarching statement is to explain how a writer uses topic, purpose, audience, and a planning strategy to choose a clear route before drafting.

Initial Thinking (Monday): record the student's explanation.

Final Thinking (Friday): record the student's explanation.

Change in Thinking: record how the student now connects the writing job to a planning route.

Family Communication

4. Parent Communication Purpose

Help families understand the prepared-writer habit: students name topic, purpose, and audience, then choose a genre and a planning strategy. PREPARE comes before Cluster 1.

How to Send It: send the preferred-language letter or both versions. Invite families to read it together and practice naming a writing job aloud; oral rehearsal supports clear writing for the state writing assessment.

5. Family Letter (English)

Dear Families,

This week your student continues our PREPARE Cluster, the unit that comes before Cluster 1 and teaches students to prepare as writers. The big focus is learning that one topic can be written about in different ways and that a prepared writer decides what the writing needs to do before starting. Our HABIT is: prepared writers begin with a decision about what their writing needs to do. They name the topic, purpose (what the writing must do), and audience (who will read it), then choose the genre, narrative, informative, opinion, or correspondence, that fits. This week they also choose brainstorming, freewriting, or mapping before drafting.

We are practicing with a narrative called "The Recess Question," about Beth, whose class considers whether recess should be longer. Beth learns that a community problem can have more than one reasonable solution. Your student learns that narrative fits when the purpose is to let a reader experience an event or discovery, then uses TRAILS to develop the experience instead of listing events. A strong narrative includes a setting, actions, thoughts, an important moment, and a lasting effect. Please try this at home: invite your student to tell a small moment from the day as a story, including where it happened, what happened or was said, and why it mattered. Celebrating storytelling helps build confident, prepared writers!

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

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante continúa nuestro Grupo PREPARAR, la unidad que va antes del Grupo 1 y que enseña a los estudiantes a prepararse como escritores. El enfoque principal de este módulo es aprender que un mismo tema se puede escribir de diferentes maneras y que un escritor preparado decide qué debe lograr su escritura antes de comenzar. Nuestro HÁBITO es: los escritores preparados comienzan con una decisión sobre lo que su escritura debe lograr. Nombran el tema, el propósito (lo que la escritura debe hacer) y el público (quién la leerá), y luego eligen el género, narrativo, informativo, de opinión o correspondencia, que mejor cumple esa función. Esta semana también eligen una lluvia de ideas, la escritura libre o un mapa antes de redactar.

Practicaremos con una narración llamada "The Recess Question", sobre Beth, cuya clase considera si el recreo debería ser más largo. Beth aprende que un problema de la comunidad puede tener más de una solución razonable. Su estudiante aprende que la narración es la mejor opción cuando el propósito

es que el lector viva un acontecimiento o un descubrimiento, y usa TRAILS para desarrollar la experiencia en lugar de solo enumerar los hechos. Una buena narración desarrolla un escenario, acciones, pensamientos, un momento importante y un efecto duradero. Por favor, invite a su estudiante a contar un pequeño momento del día como si fuera un cuento. Anímelo a incluir dónde ocurrió, qué hizo o dijo y por qué fue importante. ¡Celebrar su manera de contar historias ayuda a formar un escritor preparado y seguro!

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

7. Family Conversation Starters

- Invite families to ask what it means to decide what writing needs to do before starting.
- Invite families to discuss how a narrative differs from a piece that only explains information.
- Invite families to ask how finding an unexpected object could become a story.
- Invite families to discuss what makes an important moment feel important.
- Invite families to ask which planning tool helped the writer and why.

8. Simple Family Activities

Both activities need little or no materials and end in conversation rather than a worksheet.

Family Activity: Name the Writing Job

Invite families to suggest a trip to the store, a pet, or a favorite meal. Have them ask for the topic, purpose, and audience, then discuss whether a story, explanation, opinion, or letter fits best and why.

Family Activity: Tell the Experience

Invite families to listen to a small moment from the day as a narrative. Encourage a setting, actions, one thought or line of dialogue, and why the moment mattered. Have the writer slow down at the important part.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster PREPARE, Module 3; Week 3; High Stamina
Module Category	Planning Before Drafting / Narrative Writing
Primary TEKS	3.11A(i) ; 3.12A(i) ; 3.12A(ii)
Primary Breakout	Genre selection and planning strategy; narrative characteristics and craft
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G support response to the mentor narrative
Recursive TEKS	3.11C(i) ; 3.11D(i) , 3.11D(vi) , 3.11D(viii) , 3.11D(xxii) are lesson plan breakout labels; DOT, TRACKS, and TRAILS
Content Connection	"The Recess Question": school community decisions and Beth's changing thinking
Daily Lesson Time	Five days; pace reading and writing for the High Stamina application
Weekly GRADUATE Map	

	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Genre Route Relay sheet; Independent PREPARE Planning Record; narrative draft; Award and Target cards; progress tracker
Formal Assessment Product	Planning record paired with narrative; Day 5 PREPARE Coach teach-back and exit check

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students will choose a genre from topic, purpose, and audience; select a planning strategy that fits the writing job; and use it to plan and draft a narrative.

I Will Statements

- Students will name topic, purpose, and audience before choosing a genre.
- Students will justify their genre choice.
- Students will choose brainstorming, freewriting, or mapping and explain why it fits.
- Students will use a plan to draft a narrative.
- Students will teach another writer how they decided.

I Can Statements

- Students can choose a genre by studying topic, purpose, and audience.
- Students can select a planning strategy that fits the writing job.
- Students can show where a plan influenced a draft.
- Students can develop a narrative with TRAILS.

CLASS SLIDE

M3-01, Module Launch: display the learning destination before instruction. Rehearse naming the writing job and planning before drafting.

13. Success Criteria

Use these observable criteria to explain successful planning and narrative development.

- The genre fits the topic, purpose, and audience.
- The planning strategy fits the writing job, and the student explains why.
- A visible plan identifies the important moment.
- The narrative develops Beth's changing thinking with all six TRAILS characteristics.
- The student can point to a connection between the plan and draft.
- The student adds one useful idea and completes the conventions check.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2: collect the Genre Route Relay sheet with justified genre and planning choices.
- Day 3: collect the Independent PREPARE Planning Record paired with the narrative draft.
- Day 4: collect Award and Target cards and the revised sentence.
- Day 5: listen to the PREPARE Coach teach-back and collect the exit check.
- Transfer: compare three planning artifacts for three different writing jobs using the same recess topic.

15. TEKS Correlations

The primary planning target is [3.11A\(i\)](#), with [3.12A\(i\)](#) and [3.12A\(ii\)](#) for narrative characteristics and craft. Full parent expectations appear below; the lesson plan uses finer breakout labels for the isolated skills.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
------	--------	-------------------------------------	--------------	-----------------	----------------

3.11A	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Planning record; Day 5 teach-back
3.12A	Composition, Literary Texts	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	Day 1	Days 3-5	Narrative draft
3.11C	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 3	Days 3-4	Added useful idea
3.11D(i)	Editing, Sentences	complete simple and compound sentences with subject-verb agreement	Day 3	Days 3-4	Paragraph editing sweep
3.11D(iii) ; 3.11D(xi)	Editing, Nouns and Spelling	singular, plural, common, and proper nouns; correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	Day 3	Days 3-4	Singular/common nouns and high-frequency spelling check

The lesson plan editing breakouts are **3.11D(i)** for complete simple sentences with subject-verb agreement, **3.11D(vi)** for singular nouns, **3.11D(viii)** for common nouns, and **3.11D(xxxii)** for high-frequency spelling. These lesson plan breakout labels differ from the parent standard subpart numbering. Full parent expectations: [Texas Education Agency, Grade 3 TEKS](#).

16. Standards Coverage Matrix

Use the lesson plan breakout labels to track the taught skill within each full parent standard. Planning and narrative development remain primary; response skills and conventions support them.

Classification	TEKS / Routine	Targeted Expectation or Skill	Where It Occurs
PRIMARY	3.11A(i)	Select a genre for topic, purpose, and audience using a range of strategies.	Day 1 model; Days 2-3 planning
PRIMARY	3.12A(i) ; 3.12A(ii)	Compose literary texts using genre characteristics and craft.	Days 3-5 narrative
RECURSIVE	3.11C(i)	Revise sentence structure by adding ideas.	Days 3-4
SPIRAL	3.7A	Describe personal connections.	Day 3 discussion
SPIRAL	3.7B	Write a response demonstrating understanding of a text.	Beth's-change narrative
SPIRAL	3.7C	Use text evidence to support a response.	TRACKS and planning
SPIRAL	3.7D	Retell and paraphrase with meaning and logical order.	Before/moment/after rehearsal
SPIRAL	3.7E	Interact with sources through annotation and freewriting.	DOT, TRACKS, planning routes
SPIRAL	3.7F	Respond using newly acquired vocabulary.	Oral rehearsal and writing
SPIRAL	3.7G	Discuss specific ideas important to meaning.	Important moment and lasting effect
RECURSIVE	3.11D(i) ; 3.11D(vi) ; 3.11D(viii) ; 3.11D(xxii)	Lesson plan editing breakouts: complete simple sentences, agreement, singular/common nouns, high-frequency spelling.	Day 3 application check
RECURSIVE	Conventions	Read aloud and check sentence boundaries, nouns, and spelling.	Days 3-4
RECURSIVE	DOT / TRACKS / TRAILS	Read for evidence and develop a narrative experience.	Across all five days

17. ELPS Correlations

Match language support to the actual task: students justify a genre and planning route, develop a narrative, and explain how the plan shaped the draft.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
4(C)(ii)	Writing	Content-Area Vocabulary	Write using content-area vocabulary.	Days 1, 3, and 5
4(D)(i)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths.	Days 3 and 4
4(D)(iii)	Writing	Connecting Words	Write using a variety of grade-appropriate connecting words.	Days 2 and 3
4(F)(i)	Writing	Purposeful Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Days 3, 4, and 5
4(B)(ii); 4(C)(i)	Writing	Spelling and Familiar Words	spell words following conventional spelling rules; write using high-frequency words	Day 3 editing check
4(D)(ii); 4(E)(ii)	Writing	Sentences and Grammar	write using a variety of grade-appropriate sentence types; write formal or informal text using grammatical structures	Days 3 and 4
2(E)	Speaking	Oral Explanation	use comprehensible language to explain information orally with increasing specificity and detail	Days 2 and 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(C)(ii)	Writing	Write using content-area vocabulary.	Intervention, after Day 3
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(D)(iii)	Writing	Write using a variety of grade-appropriate connecting words.	Enrichment, after Day 4
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while opening language pathways for genre selection, planning, and narrative development with TRAILS.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to genre cards and TRAILS elements using gestures and icons.
Beginning	Sort detail cards under TRAILS elements and point to the element label before speaking.
Intermediate	Rehearse the decision using "The best genre is ____ because ____."
High Intermediate	Explain a TRAILS element using "This shows the ____ because ____."
Advanced	Use oral rehearsal to plan a narrative before writing.

Language Supports

- Provide genre cards, TRAILS icons, and the Topic-Purpose-Audience-Genre-Plan chart.
- Have partners rehearse: "For this topic, purpose, and audience, the best genre is narrative because the reader should experience Beth's changing thinking."
- Rehearse the setting and important moment before drafting.
- Post the stems "The topic is ____," "The purpose is ____," "The audience is ____," and "One action is ____."
- Have partners say the genre decision and TRAILS plan aloud so the plan is clear before the pencil moves.

Evidence of Access Without Reduced Rigor: students may point, rehearse, use icons, or borrow a sentence frame. Each student still chooses and justifies the genre and planning tool and develops the important moment.

19. Language Domains

Domain	How This Module Builds It
Listening	Read writing situations aloud; have students identify the purpose before naming a genre.
Speaking	Have partners justify genre using topic, purpose, and audience before writing.
Reading	Read "The Recess Question" closely and mark details that let the reader experience Beth's changing thinking.
Writing	Have students select a planning strategy, develop a TRAILS plan, and draft a narrative from the rehearsed decision.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a writing situation aloud, repeat it, provide anchor charts and a sentence frame, and offer a partially completed map.	Choose the genre or planning strategy, assign a detail to a TRAILS element, or develop the important moment for the student.

The student must decide whether narrative fits the writing job, justify the planning route, and develop the experience.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
-------------------	-----------------------	---------------------------------	--------------------------

Literal	Name topic, purpose, audience, and TRAILS elements in the mentor passage.	Supported; reread as needed.	Accurate writing-job identification and detail placement.
Inferential	Explain why narrative fits and how an action or thought develops an experience.	Guided on Days 1-2; independent by Day 5.	Genre and planning justification.
Evaluative	Judge whether a draft develops an experience or only lists events.	Partner discussion on Day 3; independent by Day 5.	Explanation of what a list lacks and a developed narrative adds.
Synthesis	Create a narrative map, informative concept map, and opinion brainstorm from the same recess topic.	After mastery.	Three distinct planning artifacts and reasons they differ.

22. The Five Thinking Levels

Use this progression to name the thinking required by a writing job and the evidence in a student response.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	The student can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	The student can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	The student can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	The student can explain a personal lesson, value, or application.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	The student can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: students move from recall (name the writing job and planning tools) to skill (match genre and route), strategic thinking (justify both choices), and extended thinking (plan, draft, and show the plan's influence).

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The passage genre determines the response genre.	Facts in "The Recess Question" may lead a teacher to call every response informative.	Return to the writing job. The response genre follows purpose and audience.
Genre choice is a quick matching game.	Fast genre naming may be mistaken for justified thinking.	Require topic, purpose, audience, and an oral justification before choosing a planning route.
A narrative is just events in order.	A correctly ordered list may be accepted as a finished narrative.	Ask where setting, thought or dialogue, and the developed important moment appear.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Facts make the passage informative.	The student labels "The Recess Question" informative because it contains information.	Reread Beth's thoughts and actions; ask about the writer's main purpose.
Any ordered list is a narrative.	The response says Beth wanted recess, the class discussed it, and Beth changed.	Ask for setting, thought or dialogue, and a slowed important moment.
Genre comes before purpose.	The student names a genre and then invents a reason.	Cover genre cards until the student names topic, purpose, and audience.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and targeted breakouts: **[3.11A]**: plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. **[3.12A]**: compose literary texts, including personal narratives and poetry, using genre characteristics and craft. The lesson plan isolates **[3.11A(i)]** for planning, **[3.12A(i)]** for genre characteristics, and **[3.12A(ii)]** for craft. Students choose a genre and route before developing Beth's change with TRAILS.

26. How I Say the Standard!

TEKS says	How I say it
[3.11A]: plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; [3.12A]: compose literary texts, including personal narratives and poetry, using genre characteristics and craft; [3.11C]: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D]: edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	Teach the full standards through the module's focused application: students name topic, purpose, and audience; justify narrative and a planning tool; develop all six TRAILS characteristics; add a useful idea; and edit complete simple sentences, agreement, singular and common nouns, and high-frequency spelling. The lesson plan labels these focused skills [3.11A(i)], [3.12A(i)], [3.12A(ii)], [3.11C(i)], [3.11D(i)], [3.11D(vi)], [3.11D(viii)], and [3.11D(xxii)].

27. This Week I Can...

Students can choose a genre from topic, purpose, and audience, justify a planning strategy, show where the plan shaped the draft, and develop a narrative with TRAILS.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Recognize when narrative fits a writing job.

- Name topic, purpose, and audience before choosing a genre.
- Recognize the six TRAILS characteristics and distinguish an experience from a list.
- Use DOT to mark unfamiliar words and TRACKS to find passage evidence.
- Write a complete simple sentence and use passage details to develop meaning. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what topic, purpose, and audience mean. Name one TRAILS feature that helps you develop an experience."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
planning	Deciding the parts and route before drafting.	Rehearse a reason for selecting a planning tool.
brainstorm	Quickly collect ideas without deciding the final order.	Have students collect possible recess details.
freewrite	Write continuously for a short time to discover ideas.	Have students write for one minute to find a thought.
mapping	Visually connect an important idea or moment to related details.	Have students link what came before and after Beth's change.

31. Conventions Connection

Retrieve complete simple sentences with subject-verb agreement, singular nouns, common nouns, and high-frequency spelling. On Day 3, have students revise a sentence by adding one useful idea and edit the surrounding paragraph. Use lesson plan breakouts **[3.11C(i)]**, **[3.11D(i)]**, **[3.11D(vi)]**, **[3.11D(viii)]**, and **[3.11D(xxxii)]**.

32. Writing Connection

The planning record makes the route into a draft visible. Students choose narrative because the purpose is to let another third-grade reader experience Beth's changing thinking. They select brainstorming, freewriting, or mapping, then develop the important moment with TRAILS instead of listing events.

33. Watch Out!

Common misconception: planning tools are interchangeable worksheets, or the audience is always the teacher. **Teacher move:** name an authentic audience and require a reason the selected tool helps this writing job.

34. Ready Check

Read the task: "Develop Beth's experience as she changes from being certain about longer recess to considering several solutions." Name another third-grade class as the audience. Have students identify purpose and audience before choosing a genre; note who needs oral rehearsal or the anchor chart.

35. Teacher Look-Fors

- Students name topic, purpose, and audience before genre.
- Students justify brainstorming, freewriting, or mapping as a thinking tool.
- Students identify the moment Beth recognizes more than one reasonable solution.
- Students develop rather than summarize and can show where the plan influenced the draft.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Before you begin, preview the words you will see in the lesson and passage. You can use precise words to explain how you plan."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Use these everyday words to explain your ideas and the route you choose before drafting."

Word	Student-Friendly Definition	Oral Rehearsal Frame
plan	To decide the parts before drafting.	Rehearsal frame: "I will ____ my route before I write."
choose	To pick one thing from a group.	Rehearsal frame: "I ____ the genre that fits the job."
idea	A thought that might be used in writing.	Rehearsal frame: "I collected each ____ during my brainstorm."
route	The path the writing will take.	Rehearsal frame: "My plan gives me a ____ into the draft."
reason	Why someone thinks or does something.	Rehearsal frame: "I can give a ____ for my genre choice."
decide	To make up one's mind.	Rehearsal frame: "First I ____ the purpose and audience."
order	The way events are arranged.	Rehearsal frame: "Mapping helps me see the ____ of events."
detail	A small piece of information.	Rehearsal frame: "A freewrite helps me find each useful ____."
moment	A short, important point in time.	Rehearsal frame: "My map puts the important ____ in the center."
draft	A first version of writing.	Rehearsal frame: "I plan before I begin my ____."
plan / draft	Contrast preparation with the first written version.	Rehearsal frame: "My ____ guides my ____."
choose / reason	Connect a choice to why it fits.	Rehearsal frame: "I ____ this route for a ____."

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Use these planning words to name your strategy and explain why it fits your writing job."

Word	Student-Friendly Definition	Oral Rehearsal Frame
planning	Deciding the parts and route before drafting.	Rehearsal frame: "My ____ shows where my thinking is going."
brainstorm	To quickly collect possible ideas without deciding the order yet.	Rehearsal frame: "I ____ many ideas before I choose."
freewrite	To write continuously for a short time to discover ideas.	Rehearsal frame: "I ____ to find what I think."
mapping	Planning by connecting a central idea to related details visually.	Rehearsal frame: "I use ____ to connect events to the important moment."
organize	To put ideas in a clear order.	Rehearsal frame: "My plan helps me ____ the events."
perspective	The point of view someone has.	Rehearsal frame: "Each classmate shared a different ____."
genre	The kind or form of writing.	Rehearsal frame: "The ____ that fits this job is narrative."
purpose	What the writing must do.	Rehearsal frame: "My ____ is to help the reader experience Beth's change."
audience	The person or people who will receive the writing.	Rehearsal frame: "My ____ is other third-grade readers."
sequence	The order in which events happen.	Rehearsal frame: "I planned the ____ before I drafted."
brainstorm / freewrite / mapping	Compare three routes for generating and connecting ideas.	Rehearsal frame: "I choose ____ because it helps me ____."
purpose / audience / genre	Connect the job and receiver to the form.	Rehearsal frame: "For ____, my purpose is ____, so ____ fits."

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words help you talk about the passage and group decisions. Use them when you explain a viewpoint or a solution."

Word	Say It This Way	Student-Friendly Definition
community	kuh-MYOO-nuh-tee	A group of people who live, learn, or work together. Rehearsal frame: "A school ____ has many needs."
citizen	SIT-uh-zun	A member of a community who takes part in decisions. Rehearsal frame: "A good ____ listens respectfully."
respectful	ri-SPEKT-ful	Treating others with care and consideration. Rehearsal frame: "The class made a ____ decision."
advantage	ad-VAN-tij	A helpful or positive part of a choice. Rehearsal frame: "One ____ of longer recess is more movement."
disadvantage	dis-ad-VAN-tij	A drawback or negative part of a choice. Rehearsal frame: "One ____ is less classroom time."
compromise	KOM-pruh-myz	A solution where each side gives a little. Rehearsal frame: "An extra movement break is a ____."
democratic	dem-uh-KRAT-ik	Making decisions as a group, often by voting. Rehearsal frame: "Voting is a ____ way to decide."
solution	suh-LOO-shun	An answer to a problem. Rehearsal frame: "Lily suggested another ____."
viewpoint	VYOO-point	A person's way of seeing an issue. Rehearsal frame: "Everyone explained a ____."
decision	dih-SIZH-un	A choice a group or person makes. Rehearsal frame: "The class made a group ____."
advantage / disadvantage	ad-VAN-tij / dis-ad-VAN-tij	Compare the helpful part and drawback of a choice. Rehearsal frame: "One ____ is ____; one ____ is ____."
viewpoint / compromise	VYOO-point / KOM-pruh-myz	Connect different views to a possible shared solution. Rehearsal frame: "I listened to a ____ and considered a ____."

For additional academic-word practice, use the Teach BIG Academic Vocabulary Companion App. Use the paired rehearsal rows to connect previously introduced vocabulary.

39. Background Knowledge & Teacher Context

What the teacher needs to know. Beth enjoys recess and invites Lily to jump rope. After Max and Ava propose longer recess, Mrs. Green guides the class to gather information before voting. Three columns compare Longer Recess, Keep Recess the Same, and Another Solution. Lily suggests an extra movement break; Beth begins to recognize more than one reasonable solution.

Important conceptual background. Module 3 builds on earlier genre and craft work by adding a deliberate planning route. The same recess topic supports narrative, informative writing, opinion/argument, or correspondence as the purpose and audience change.

Content context and connection to writing instruction. Planning tools are thinking tools. Require students to justify them as carefully as genre. Name authentic audiences and keep task prompts as statements or commands.

The Prepared-Writer Habit

Before drafting, students name topic, purpose, and audience; confirm narrative fits; select and justify brainstorming, freewriting, or mapping; and develop the experience through TRAILS: Topic or clear experience; Relationships; Actions, thoughts, and purposeful dialogue; Important moment; Lesson or lasting effect; Setting. **[3.11A(i)]**; **[3.12A(i)]**; **[3.12A(ii)]**

40. Materials Needed

Category	Items
Core print materials	High-stamina excerpt of "The Recess Question"; student notebooks; Topic-Purpose-Audience-Genre-Plan chart
Activity / game materials	Four genre corner signs; Genre Route Relay cards; assigned team roles
Writing materials	Brainstorm cloud sheet; one-minute freewrite sheet; mapping/web sheet; TRAILS planner; pencils and sticky notes
Assessment materials	Independent PREPARE Planning Record; narrative drafts; Award and Target cards; progress tracker; exit check
Technology	Board or projector for the Module 3 Daily Deck
Accessibility supports	Genre icons; TRAILS labels; oral rehearsal frames; partially completed before / important moment / after map

41. Preparation Before Day 1

- ☐ Post four genre corner signs and the Topic-Purpose-Audience-Genre-Plan anchor chart.
- ☐ Prepare the six Genre Route Relay cards and a recording sheet with room for both justifications.
- ☐ Prepare brainstorm, one-minute freewrite, mapping/web, and TRAILS planning sheets.
- ☐ Copy the High Stamina excerpt of "The Recess Question" with its numbered lines.
- ☐ Prepare the teacher mapping model and the low, medium, and high narrative exemplars.
- ☐ Set out notebooks, sticky notes, Award and Target cards, and the independent planning record.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	Pace for High Stamina	G Gather + R Reveal	Read the excerpt; compare writing jobs from one topic; reveal three planning strategies.
Day 2	Pace for team rehearsal	A Attempt	Genre Route Relay: justify genre and planning tool for each writing job.
Day 3	Protect planning and draft time	D Discuss + U Use	Resolve hard choices, then independently plan and draft Beth's-change narrative; revise and edit.
Day 4	Protect revision time	A Award + T Target	Award preparation and narrative craft; choose and act on a precise next step.
Day 5	Allow each partner a turn	E Explain / Educate Others	PREPARE Coach: teach topic, purpose, audience, genre, and plan using the narrative.

43. Tiny Times Transition

Use Purpose Signal Freeze as a quick, zero-material transition under one minute. The movement reinforces deciding the writing job before choosing a genre.

- Signal the class and gain attention.
- Read a brief writing job, such as telling about a time something unexpected was found.
- Have students freeze with a trail gesture for narrative, open-book hands for informative, thumbs-to-heart for opinion, or an envelope gesture for correspondence.
- Have students whisper a genre justification to a neighbor; repeat two or three jobs and return to work.

Citizenship & Content Connection

44. The Citizenship Connection

Connect the writing habit to the passage's school community: careful decisions consider information, different needs, and respectful participation.

Element	This Module
Suitability	A natural fit: Mrs. Green's class considers competing needs before making a group decision.
Focus	Listening respectfully, considering advantages and disadvantages, and recognizing a compromise.
Historical / Content Connection	The passage explains that some citizens in Athens, a city in ancient Greece, gathered to discuss questions and vote; later democratic governments were influenced by participation in decisions.
Perspective Connection	Beth moves from wanting longer recess to considering more than one reasonable solution.
Literacy-to-Citizenship Connection	Prepared writers study the writing job before deciding; responsible group members consider reasons before choosing.
Citizenship Question	Ask how listening to another viewpoint can change the options a community considers.
Teacher Script	<i>"You can listen to reasons, consider different needs, and help a group make a respectful decision. Beth's changing thinking shows you why another viewpoint can matter."</i>
Accuracy / Source Note	Keep discussion within the excerpt: the class gathers information and listens before voting. The High Stamina selection ends before a vote result.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Topic, Purpose, and Audience

Topic	Purpose	Audience
What the writing is about.	What the writing must do.	Who will receive the writing.

Same Topic, Different Writing Jobs

Writing Job	Purpose	Best Genre
Develop Beth's changing thinking / explain the class decision process	Let the reader experience a moment / teach how something works	Narrative / Informative
Support a recess solution / send the principal a practical proposal	Support a viewpoint / communicate directly to a specific reader	Opinion or Argument / Correspondence

Genre and Planning Route Chart

Decision / Tool	What It Does	How It Helps
Genre	Choose the form	Use topic, purpose, and audience to decide.
Brainstorming	Collect possible ideas	Useful when many ideas are needed before choosing.
Freewriting	Discover thinking through continuous writing	Useful when the writer is unsure what to say or which details matter.
Mapping	Connect related details visually	Place the important moment in the center; connect before and after.
TRAILS	Develop the narrative	Use Topic or clear experience; Relationships; Actions, thoughts, and purposeful dialogue; Important moment; Lesson or lasting effect; Setting.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Use DOT while you read: dot an unfamiliar word, discover its meaning, then drop the dot when you know it."

CLASS SLIDE

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

Encouragement: "You can notice new words, discover their meanings, and celebrate when you know them."

CREATE THE ANCHOR CHART

Display Topic → Purpose → Audience → Genre → Plan. Show brainstorming, freewriting, and mapping as choices. Model a map with Beth's important moment in the center and earlier and later thinking connected to it. Keep TRAILS visible beside the plan.

47. Student Source Passage(s)

Accuracy / Source Note: the supplied High Stamina excerpt is reproduced below in two continuous reading blocks. The selection ends at line [96], before the vote result. Module 4 returns to the complete anchor passage.

"The Recess Question" (Stamina: High)

- [1] The bell rang.
- [2] "Recess!" Beth shouted.
- [3] Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.
- [4] The sun felt warm on Beth's face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another.
- [5] "Push me higher!"
- [6] "Catch me!"
- [7] "Race you to the slide!"
- [8] Beth smiled. Recess was one of her favorite parts of the school day.
- [9] She ran toward the jump ropes where her friend Ava was waiting.
- [10] "Want to jump?" Ava asked.
- [11] "Of course!" Beth said.
- [12] Ava and Beth began turning the rope together.
- [13] "Ready?" Ava called.
- [14] Their friend Max jumped into the middle.
- [15] "One, two, three, four!"
- [16] Max jumped higher each time the rope came around.
- [17] Then Beth noticed someone sitting alone near the fence.
- [18] It was Lily. She had joined their class only a few days earlier.
- [19] Beth stopped turning the rope.
- [20] "What's wrong?" Ava asked.
- [21] "I think Lily might need someone to play with," Beth said.
- [22] Beth walked over to her.
- [23] "Do you want to jump rope with us?" Beth asked.
- [24] Lily looked surprised.
- [25] "Really?"
- [26] "Really," Beth said.
- [27] Soon Lily was jumping while Beth and Ava turned the rope.
- [28] Lily missed the rope on her first try.
- [29] Then she missed again.
- [30] On the third try, she made it over.
- [31] Everyone cheered.
- [32] "I did it!" Lily yelled.
- [33] Beth laughed.
- [34] For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.
- [35] Then the whistle blew.
- [36] Recess was over.
- [37] "Awww!" several children groaned.
- [38] As the class lined up, Max said, "Recess always feels too short."
- [39] "I think we should have a longer recess," Ava said.

[40] Beth nodded. "Me too."
[41] Their teacher, Mrs. Green, heard them.
[42] "Why do you think recess should be longer?" she asked.
[43] "Because we get to move," Max said. "We sit a lot in class."
[44] "And we get to play with our friends," Ava added.
[45] Beth looked at Lily.
[46] "Sometimes recess gives us time to get to know someone new," she said.
[47] Mrs. Green smiled.
[48] "Those are thoughtful reasons," she said. "Recess can give children time to move, play games, talk with friends, and take a break from classroom work."

"The Recess Question", continued (Stamina: High)

[49] Max grinned.
[50] "So can we have recess all afternoon?"
[51] Mrs. Green laughed.
[52] "Not quite."
[53] "Why not?" Max asked.
[54] "Because a school community has many needs," Mrs. Green explained. "We need time to read, write, learn mathematics, study science and social studies, and do many other important things."
[55] "So longer recess might mean less time for something else?" Beth asked.
[56] "That could happen," Mrs. Green said.
[57] Beth thought about that as they walked back to the classroom.
[58] She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them.
[59] But now there was more to think about.
[60] When everyone was seated, Mrs. Green wrote a question on the board:
[61] Should our recess be longer?
[62] "People in a community do not always agree," she explained. "Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully."
[63] Mrs. Green drew three columns on the board.
[64] Longer Recess
[65] Keep Recess the Same
[66] Another Solution
[67] "We are not going to vote yet," she said.
[68] Max raised his hand. "Why not?"
[69] "Because a good decision should not be based only on what we want," Mrs. Green replied. "First, we need information. We should consider the advantages and disadvantages of each choice."
[70] The class began making a list.
[71] Under Longer Recess, they wrote:
[72] - more time for physical activity
[73] - more time with friends
[74] - more opportunities to include someone new
[75] - a longer break from sitting and working
[76] - Under Keep Recess the Same, they wrote:
[77] - enough time for all school subjects
[78] - more classroom learning time
[79] - time for other activities during the school day

[80] Then Lily raised her hand.

[81] “What if we could have another short movement break instead of making recess a lot longer?”

[82] Mrs. Green smiled. “That is exactly why we have a third column.”

[83] Beth liked Lily’s idea.

[84] Mrs. Green added it to Another Solution.

[85] “People have been making group decisions for a very long time,” Mrs. Green continued. “Thousands of years ago, some citizens in Athens, a city in ancient Greece, gathered to discuss important questions and vote. Their ideas about citizens participating in decisions helped influence democratic governments that came much later.”

[86] “So voting is really old?” Max asked.

[87] “The idea certainly is,” Mrs. Green said. “Today, voting is still one way groups make decisions.”

[88] Ava looked at the board.

[89] “Can we vote now?”

[90] “Almost,” Mrs. Green said. “First, everyone gets a chance to explain a point of view. You may disagree with someone, but you must listen respectfully.”

[91] Beth listened as her classmates spoke.

[92] Max still wanted longer recess.

[93] Ava agreed with him.

[94] One student thought recess should stay exactly the same.

[95] Lily explained her idea for an extra movement break.

[96] No one shouted. No one laughed at another person’s answer. They asked questions and listened.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

The Recess Question: Recess and Return

TRACKS	Evidence
T Time	A moment later; only a few days earlier; for a few minutes.
R Reactions	Beth smiles; Lily looks surprised; classmates cheer.
A Actions	Beth stops turning the rope and invites Lily to join.
C Character/Concept/Creature	Beth, Ava, Max, Lily, and Mrs. Green.
K Key Knowledge	The school community has many needs; longer recess could reduce time for other learning.
S Scenery/Setting	Warm sun, light wind, blacktop, bouncing basketballs, and the fence.

The Recess Question: Class Discussion

TRACKS	Evidence
T Time	A very long time; thousands of years ago; governments that came much later.
R Reactions	Beth likes Lily's idea; classmates listen without shouting or laughing at answers.
A Actions	Mrs. Green draws three columns; classmates list advantages and disadvantages.
C Character/Concept/Creature	Beth, Mrs. Green, Lily, and citizens.
K Key Knowledge	Gather information, consider different choices, and listen respectfully before deciding.
S Scenery/Setting	The classroom, seated classmates, and three columns on the board.

49. TRACKS Evidence Highlighting

Before students plan, have them TAP the TRACKS in the High Stamina excerpt. These six categories identify evidence that can help develop Beth's experience. **3.7E**

Use the same TRACKS categories and color labels throughout instruction. Students select relevant marked details for the planning route rather than copying every highlight into the draft.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Teacher guidance: connect the marked actions and reactions to Beth's important moment and lasting effect. Keep passage evidence distinct from the plan built with it.

50. Five-Day GRADUATE Lesson

Use the approved daily sequence. Adjust pacing for the High Stamina excerpt and protect time for visible planning, narrative development, revision, and explanation.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: build curiosity about the recess decision, read the High Stamina excerpt, and reveal how one source can support several writing jobs.

Standard	Focus
TEKS	3.11A(i) genre and planning strategy; 3.12A(i) narrative characteristics
ELPS	4(F)(i) purposeful writing with detail; 4(C)(ii) content-area vocabulary

GATHER ■ TEACH

CLASS SLIDE

M3-01, Module Launch: introduce the Week 3 learning destination, genre justification, planning, narrative development, revision, and teach-back.

TEACHER SCRIPT

"You will keep the recess topic the same while you try different writing jobs. Listen for a moment to develop, information to explain, a viewpoint to support, and someone who could receive a message."

CLASS SLIDE

M3-02, Reading Purpose: read "The Recess Question" and notice moments, information, viewpoints, and possible recipients of messages.

Have students DOT unfamiliar words and TAP the TRACKS. Notice Beth's invitation to Lily, her certainty about recess, Mrs. Green's three-column chart, and Lily's proposed movement break. [3.7E](#)

CLASS SLIDE

Have students identify topic, purpose, and audience before choosing the response genre.

REVEAL ■ TEACH

CLASS SLIDE

M3-04, One Topic, Many Possible Responses: the passage is the source; the writing prompt is the job.

CLASS SLIDE

Model writing job: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

TEACHER SCRIPT

"Your prompt determines the response genre. To help a third-grade reader experience Beth's changing thinking, you choose narrative. Then you choose a route into the writing. Watch how a map places Beth's important moment in the center and connects her thinking before and after it."

Model four tasks: develop Beth's experience (narrative), explain Mrs. Green's decision process (informative), support a recess solution (opinion/argument), or propose a practical change to the principal (correspondence).

Modeled Planning (Teacher Think-Aloud)

CLASS SLIDE

Teacher model: mapping places the moment Beth recognizes another solution in the center, with her earlier certainty and later understanding connected to it.

Model the assigned job: topic is Beth's changing thinking; purpose is to develop an experience; audience is another third-grade reader. Narrative fits. Mapping helps connect before, important moment, and after.

Before: Beth is certain recess should be longer; she values movement, friends, and including Lily.

Important moment and after: Beth considers the competing needs and Lily's movement-break idea, opening a route beyond longer or unchanged recess.

Connect the Plan to TRAILS

CLASS SLIDE

Reveal the planning strategies: brainstorm to collect possibilities, freewrite to discover thinking, or map to connect ideas visually.

CLASS SLIDE

Brainstorming gathers many possible details without deciding the final order. Freewriting keeps the pencil moving for a short time to discover useful thinking.

CLASS SLIDE

Mapping links an important moment to related events, people, or reasons. For a narrative, develop the resulting plan with all six TRAILS characteristics.

Point to each TRAILS feature: Topic or clear experience; Relationships; Actions, thoughts, and purposeful dialogue; Important moment; Lesson or lasting effect; Setting. Have students explain how a plan helps develop the experience.

3.12A(i); 3.7C

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Use Fist to Five to gauge confidence in matching genre to topic, purpose, and audience. Have students orally complete the sequence: topic, purpose, audience, genre, and plan.

Misconception / teacher move: if students choose informative solely because the passage contains facts, return to what this response must do for its reader.

Access without lowering rigor: reread the task and offer genre icons or oral rehearsal; students still make the decisions. **Student product:** annotated excerpt and an orally completed preparation sequence.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: TEAMS OF 3-4 | 15 MINUTES | ○ LEARN

Day Purpose: collaboratively test and justify genre and planning choices in Genre Route Relay.

Standard	Focus
TEKS	3.11A(i) justify genre and planning strategy for a particular writing job
ELPS	2(E) explain orally with specificity and detail; 4(D)(iii) connecting words

ATTEMPT ○ LEARN

CLASS SLIDE

M3-05, Genre Route Relay: teams match Topic + Purpose + Audience cards to a genre, then choose a planning tool and defend both choices.

CLASS SLIDE

Assign Reader, Purpose Finder, Genre Defender, and Planner. Rotate roles after each card; a team earns a point only after naming purpose, audience, genre, and planning strategy.

Use teams of three or four. Have the Reader read a card; the Purpose Finder name the job and audience; the Genre Defender justify the form; and the Planner explain the route. Accept another planning tool when the explanation shows how it supports the selected genre.

GAME MATERIALS

Prepare six cards, four genre signs, a recording sheet, and the three planning tools. Use the frame: "The writer needs to ____ for ____, so ____ fits. I will plan by ____ because ____." Teacher Script: "You may test an idea. You earn the point when you name the purpose, audience, genre, and planning strategy and give a reason for each choice."

Genre Route Relay Cards and Routine (Teacher Reference)

Step	Action	Check
1	Read the card; identify topic, purpose, and audience.	Do not name genre first.
2	Develop Beth's experience from the recess whistle through recognizing more than one reasonable solution. Audience: another third-grade class.	Narrative; mapping or brainstorming.
3	Explain how Mrs. Green's class gathers information and listens to perspectives before voting. Audience: students learning about group decisions.	Informative; mapping.
4	Support the position that an extra movement break is a practical compromise. Audience: classmates.	Opinion/Argument; brainstorm or map.
5	Write a respectful message thanking Mrs. Green for allowing every student to share a viewpoint. Audience: Mrs. Green.	Correspondence; brainstorm.
6	Develop Lily's experience from sitting alone to contributing an idea. Audience: a school anthology reader.	Narrative; freewrite or map.
7	Explain why respectful listening matters in a community decision. Audience: a younger grade.	Informative; brainstorm or map.
8	Have the Genre Defender name the form and explain its fit.	Purpose and audience support the choice.
9	Have the Planner choose a thinking tool and justify it.	Accept another tool with a sound reason.
10	Record both choices and explanations; award the point.	Purpose, audience, genre, and plan are visible.
11	Rotate roles for the next card.	Each student practices different decisions.
12	Challenge: keep recess as the topic and change the audience.	Explain whether the genre changes and why.

Teacher guidance: after the six cards, keep the topic as recess and change only the audience. Have teams explain whether the genre stays the same or changes and why.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Listen for purpose and audience before genre. Award the point only when the planning strategy is also named and justified. Invite a changed choice after stronger reasoning.

Misconception / teacher move: cover genre signs when teams choose a genre before naming purpose and audience. Ask why the selected planning tool helps this job.

Access without lowering rigor: read cards aloud and offer rehearsal frames. Students supply both decisions.

Student product: completed Genre Route Relay sheet with justifications.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: discuss difficult genre choices, then independently plan and write Beth's-change narrative.

Standard	Focus
TEKS	3.11A(i) planning; 3.12A(i) narrative characteristics; 3.11C(i) adding ideas; lesson plan editing breakouts 3.11D(i) , 3.11D(vi) , 3.11D(viii) , 3.11D(xxxii)
ELPS	4(F)(i) purposeful writing with detail; 4(C)(ii) content vocabulary; 4(D)(i) sentence lengths

DISCUSS ○ LEARN

CLASS SLIDE

M3-06, Discuss the Hard Choices: revisit cards that produced different choices. Determine whether topic, purpose, or audience resolves the disagreement.

TEACHER SCRIPT

"Say the purpose out loud first. What do you need your response to do for its reader?"

Expected thinking: a narrative lets the reader experience Beth's change; an explanation teaches how the class decides. Purpose and audience determine which form fits.

TEACHER SCRIPT

"Now name your audience. Does your reader need to experience an event, learn an explanation, consider a supported viewpoint, or receive a direct message? Use that decision to choose your genre and planning route."

CLASS SLIDE

Focus the discussion on why the same recess topic can support different responses. Require a reason for each genre and planning choice.

PERSONAL CONNECTION QUESTION [3.7A](#)

Invite a connection to a time another person's idea changed the options a group considered. Return to Beth's experience after two or three responses.

Have students compare relay choices and explain which purpose or audience detail resolved a disagreement. Return to the assigned narrative task. [3.7G](#)

USE (Independent Planning and Drafting) ✓ ASSESS

CLASS SLIDE

M3-07, Independent Use: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision. Before drafting, students record topic, purpose, audience, genre, and planning strategy.

Step 1: have students record topic (Beth's changing thinking), purpose (develop an experience), and audience (other third-grade readers). **[3.11A(i)]**

Step 2: have students confirm narrative and write a justification using the purpose and audience.

Step 3: have students select and justify brainstorming, freewriting, or mapping, then complete a visible plan.

Step 4: have students draft with all six TRAILS features, develop the important moment, add one useful idea to a sentence, and edit the surrounding paragraph. **[3.12A(i)]; [3.11C(i)]**

CLASS SLIDE

Require a visible planning move before drafting. Use TRAILS to develop Beth's changing thinking rather than report a list of events.

Independent PREPARE Planning and Draft Check

Expected planning record: narrative fits because the audience should experience Beth's changing thinking. A map can center the moment she recognizes more than one solution and connect what she thought before and after. Other strategies are acceptable with a clear justification.

WRITING REQUIREMENT [3.7F]

Have students use newly acquired vocabulary where it supports meaning in the planning justification and narrative.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Check the genre justification, selected strategy and reason, visible plan, important moment, and all six TRAILS features. Check complete simple sentences, agreement, singular/common nouns, and high-frequency spelling.

Misconception / teacher move: if the draft summarizes, ask which thought or line of dialogue helps the reader experience Beth's change.

Access without lowering rigor: provide stems or a partially completed before / important moment / after map.

Student product: planning record and narrative stored together, with a revised sentence and conventions check.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: recognize evidence of preparation and narrative craft, then name and act on a precise next step.

Standard	Focus
TEKS	[3.12A(ii)] narrative craft; [3.11C(i)] add an idea to improve sentence structure
ELPS	4(E)(ii) grammatical structures; 4(D)(i) sentence lengths

AWARD ✓ ASSESS

CLASS SLIDE

M3-09, Award the Preparation: choose two awards and point to evidence: Genre Matcher, Planning Pro, TRAILS Builder, Moment Maker, or Sentence Grower.

TEACHER SCRIPT

"You can earn an award from your planning page or your draft. Your prepared writing begins before the first sentence, so your good decisions deserve to be noticed too."

CLASS SLIDE

Have students identify the plan or draft detail that supports each award. The award must name evidence of a decision or a developed feature.

Use award stems for Genre Matcher (purpose and audience fit the genre), Planning Pro (the tool helped a specific part), Moment Maker (the important moment is developed), or Sentence Grower (an added idea makes meaning clearer).

TARGET ✓ ASSESS**CLASS SLIDE**

M3-10, Target the Next Route: choose one next step in purpose, audience, genre, planning strategy, TRAILS, adding an idea, or conventions.

Have each student identify the exact point in the process that needs another try. A target gives a direction for improvement.

CLASS SLIDE

Have students act on the target: refine the plan, slow the important moment, add a useful idea, or complete the conventions check.

Misconception / teacher move: if an award is vague, require a precise planning or draft detail; if a target is broad, name one change the student can make now.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to show the before-and-after change and explain how it makes the sentence clearer or the important moment more developed. Teacher Script: "Your target is a direction. Name the exact point where your thinking needs another try."

Access without lowering rigor: offer award and target stems; the student selects evidence and performs the revision.

Student product: two evidence-based awards, one target, and the resulting revision.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: have students teach the prepared-writer decisions and demonstrate how their plan shaped a narrative.

Standard	Focus
TEKS	[3.11A(i)] explain planning decisions; [3.12A(i)] teach a narrative characteristic
ELPS	2(E) explain orally with specificity and detail; 4(C)(ii) content vocabulary

EXPLAIN ✓ ASSESS**CLASS SLIDE**

M3-11, PREPARE Coach: teach a partner the five decisions: topic → purpose → audience → genre → plan. Use the completed narrative as the example.

EDUCATE**TEACHER SCRIPT**

"Teach your partner the five decisions: topic, purpose, audience, genre, and plan. Show where your plan influenced your draft and explain one TRAILS feature. Then listen and ask a clarification question before you switch roles."

CLASS SLIDE

Use the narrative and planning page together; have students show one TRAILS feature and explain its development.

Partner A names topic, purpose, and audience, explains why narrative fits, shows the selected planning tool and its influence on the draft, and teaches one TRAILS feature. Partner B asks one clarification question; then roles switch. For recall, have partners complete the frame from memory: "Topic tells _____. Purpose tells _____. Audience tells _____. Genre is _____. Planning helps me _____."

Transfer: Explain the Planning Connection**CLASS SLIDE**

Exit check: record the writing job, justify narrative and the selected planning strategy, and identify where the plan influenced the developed important moment.

Use the printable exit check in section 57 alongside the planning record and draft. Listen for the purpose, authentic audience, reason for the strategy, and a clear plan-to-draft connection.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for a specific place where the plan influenced the draft. A statement that planning helped is insufficient without an example.

Access without lowering rigor: display the five-decision chart and allow oral rehearsal. Each student supplies the justification and draft evidence independently.

CLASS SLIDE

Enrichment: use the recess topic for a narrative map, informative concept map, and opinion brainstorm; explain why the plans differ.

CLASS SLIDE

My Progress Tracker: have students reflect on naming the writing job, justifying genre and strategy, using the plan, and developing all six TRAILS features.

Return to the Citizenship Connection

Ask how respectful listening helped Beth consider a solution beyond simply lengthening recess.

Return to the Overarching Question

Have students compare Monday's and Friday's thinking. Use sections 51-53 to distinguish a list, a partly developed narrative, and a developed important moment. **Student product:** PREPARE Coach teach-back, exit check, and progress reflection.

CLOSING ENCOURAGEMENT

"You named your writing job, chose a genre, and selected a planning route before drafting. You can show how your decisions helped a reader experience Beth's changing thinking. Keep using that habit when you face a new writing job."

Student Exemplars

The exemplars below respond to the Module 3 task: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

51. Low / Developing Exemplar

Field	Detail
Student response	"Beth wanted longer recess. Then Mrs. Green talked about it. Beth changed her mind. The class voted."
What the student did successfully	The student names the topic and a change.
What is missing	No setting detail, thought, dialogue, or developed important moment. The vote statement goes beyond the supplied excerpt.
Why it falls at this level	The response summarizes instead of letting the reader experience Beth's thinking.
Exact next instructional step	Have the student add setting and a thought or line of dialogue, then slow the moment Beth recognizes more than one solution.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"At recess, Beth was sure recess should be longer. In class, Mrs. Green made a chart with three columns. Max wanted longer recess, but Lily suggested a movement break. Beth thought that was a good idea. She realized there could be more than one answer."
What the student did successfully	The student includes the discussion, Lily's idea, and Beth's realization.
What is missing	The important moment is told quickly without showing Beth's inner change.
Why it falls at this level	The response develops part of the experience but relies on "She realized" at its most important point.
Exact next instructional step	Have the student slow the moment with Beth's thoughts and a classroom detail.

53. High / Secure Exemplar

Part	Example
Writing job	Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.
Genre and planning route	Narrative; mapping is one justified choice because it connects Beth's thinking before and after the important moment.
High exemplar	"When the whistle blew, Beth was certain: recess should be longer. She had felt the wind on her face and laughed with Ava, and she had even helped Lily jump rope for the first time. Back in class, Mrs. Green wrote three columns on the board and asked the class to list advantages and disadvantages before voting. Beth's pencil slowed. "Longer recess might mean less time for something else," she thought. Then Lily raised her hand and suggested a short movement break instead. Beth sat up. Maybe the answer was not simply longer or the same; maybe there was a third path. For the first time, Beth understood that a good decision in a community means listening to reasons, not only wanting what feels best."

Why it works	The narrative develops setting, relationships, thought, dialogue, the important moment, and a lasting effect. A plan-to-draft connection should be verified with the student's planning record.
--------------	---

Secure Planning and Genre Decisions

Decision	Choice	Secure Example	Why It Works
Genre justification	Narrative	Narrative fits because the purpose is to help third-grade readers experience Beth's changing thinking.	Connects topic, purpose, and audience to form.
Planning justification	Mapping	A map puts Beth's important moment in the center and connects what she thinks before and after.	Explains what this tool contributes to this job.

Secure Response: Important Moment and Lasting Effect

Response Part	Text from the Secure Model	Why It Works
Important moment	Beth sat up. Maybe the answer was not simply longer or the same; maybe there was a third path.	Slows and develops Beth's shift toward considering another solution.
Lasting effect	For the first time, Beth understood that a good decision in a community means listening to reasons, not only wanting what feels best.	Connects the experience to Beth's new understanding.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What adequate final understanding includes: students name topic, purpose, and audience; justify narrative; select and justify brainstorming, freewriting, or mapping; complete a visible plan; and develop Beth's changing thinking with all six TRAILS characteristics. Accept different planning tools when students explain the fit. Verify the planning record beside the narrative and listen for a specific connection during PREPARE Coach. Do not infer that a strong draft proves a planning move occurred.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students identify the recess situation and notice several possible writing jobs.
T2	Day 1 Reveal	■ TEACH	Teacher models genre selection and a map that connects before, important moment, and after.
L3	Day 2 Attempt	○ LEARN	Genre Route Relay sheet records genre and planning choices with reasons.
L4	Day 3 Discuss	○ LEARN	Students resolve genre disagreements by naming purpose and audience and connect to respectful decisions.
A5	Day 3 Use	✓ ASSESS	Independent PREPARE Planning Record and narrative show the route into a developed experience.
A6	Day 4 Award	✓ ASSESS	Student names two awards and points to planning or draft evidence.
A7	Day 4 Target	✓ ASSESS	Student identifies a specific next step and shows the resulting change.
A8	Day 5 Explain	✓ ASSESS	Student teaches the five decisions and a TRAILS feature from the draft.
A9	Day 5 Transfer	✓ ASSESS	Student independently explains how the plan influenced the narrative and completes the exit check.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students select genre and planning strategy from the writing job and use them to draft a narrative.
Who Administers It	The classroom teacher during instruction.
Materials Needed	Genre signs; Genre Route Relay cards; planning sheets; TRAILS planner; High Stamina excerpt.
Related TEKS Breakout	3.11A(i) genre and planning strategy; 3.12A(i) narrative characteristics; 3.12A(ii) craft; 3.11C(i) adding ideas.

Task	Use the relay as a formative opportunity, then collect an independent planning record and narrative.
Expected Response	Students name purpose and audience, justify genre and strategy, and develop a TRAILS narrative.

Informal Assessment. Observe Genre Route Relay. Listen for purpose and audience before genre and for a reason the planning tool fits. Notice when students revise a choice after stronger evidence.

Formative Assessment. Collect the Day 3 Independent PREPARE Planning Record paired with the draft. Check the genre decision, justified strategy, important moment, and all six TRAILS characteristics.

Exit Ticket Assessment. Use section 57 to document the same planning and narrative decisions during Day 5. Combine the result with PREPARE Coach evidence; use the item-level results to identify the next instructional step.

Assessment Prompt Bank (Teacher Reference)

Prompt	Response Genre	Expected Decision and Planning
Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.	Narrative	Develop an experience; other third-grade readers; justified brainstorm, freewrite, or map.
Explain how the class gathers information and listens before voting. Audience: students learning about group decisions.	Informative	Teach how something works; mapping is suitable with a reason.
Support an extra movement break as a practical compromise. Audience: classmates.	Opinion/Argument	Support a viewpoint; brainstorming or mapping gathers and connects reasons.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 3.11A(i); 3.12A(i); 3.12A(ii). **Target:** verify an independently justified genre and planning route and a developed narrative moment.

Directions: have students use "The Recess Question," their planning record, and their narrative to complete the check independently. Read the task aloud if needed; students supply the decisions.

Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

1. Selected response. Have students select the response genre: [] NARRATIVE [] INFORMATIVE. Have them justify the choice using purpose and audience. (2 points)

2. Constructed response. Have students name the chosen planning strategy, explain why it fits this job, and point to a completed planning move. (4 points)

3. Important moment. Have students underline the developed moment when Beth recognizes more than one reasonable solution. (2 points)

4. Transfer / application. Have students name one specific way the plan influenced the draft: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Narrative. Award 1 for the genre and 1 for connecting the purpose (experience Beth's change) and audience (third-grade readers).	The job determines the response form.	2	<u>3.11A(i)</u> ; <u>3.12A(i)</u>
2	Accept brainstorming, freewriting, or mapping. Award 1 for naming the tool, 1 for explaining how it helps, and up to 2 for a visible planning move that supports this task. Mapping can connect earlier thinking, important moment, and later understanding.	A planning tool has a purpose; it is more than a named worksheet.	4	<u>3.11A(i)</u>
3	Award 2 for identifying a developed moment where Beth considers more than one solution, supported by thought, action, or purposeful dialogue; 1 for a relevant but merely stated realization; 0 if absent.	Narrative develops the experience rather than lists it.	2	<u>3.12A(i)</u> ; <u>3.12A(ii)</u>

4	Award 2 for a specific plan-to-draft connection, such as a mapped contrast becoming Beth's thought after Lily speaks; 1 for a general connection; 0 for no connection.	The student can explain how preparation shaped the writing.	2	3.11A(i) ; 3.12A(i)
---	--	---	---	-----------------------------------

59. Scoring Principle

Score the planning decision and narrative evidence named by each item. Accept different strategies when the student justifies how the tool supports the writing job. Minor handwriting, spelling, or punctuation slips should not remove planning or narrative points unless meaning is lost. Use the separate conventions check to guide editing instruction.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Extend to three planning artifacts for three different writing jobs.
7-8	70-89%	Developing	Confer on the missing justification or narrative feature.
5-6	50-69%	Emerging	Use two genre choices and a partially completed before / important moment / after map.
0-4	Below 50%	Beginning	Reteach naming purpose and audience before genre; rehearse a decision and complete one planning move.

61. Recommended Gradebook Label

Gradebook label: G3 PREPARE M3

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	[3.11A(i)] planning; [3.12A(i)] genre characteristics; [3.12A(ii)] craft
Spiral TEKS	[3.11C(i)] adding ideas; lesson plan editing breakouts [3.11D(i)] , [3.11D(vi)] , [3.11D(viii)] , [3.11D(xxxii)] ; response support [3.7C] , [3.7F] , [3.7G]
Purpose	Students select and justify a planning route, then develop Beth's changing thinking as a narrative.
Exact Student Prompt	Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.
Exact Student Directions	Have students record topic, purpose, and audience; confirm narrative and justify it; choose and justify brainstorming, freewriting, or mapping; complete the plan; draft with TRAILS; add one useful idea; and edit.
Non-Negotiable Expectations	A visible planning record paired with the narrative; justified genre and strategy; developed important moment; all six TRAILS characteristics; a demonstrated plan-to-draft connection.

WRITING REQUIREMENT **[3.7F]**

Have students use appropriate module vocabulary in the planning explanation and narrative. Assess accurate meaning and a natural fit.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Have students record the topic: Beth's changing thinking about the recess decision.
2. Have students record the purpose and audience: develop an experience for other third-grade readers.
3. Have students confirm narrative and explain its fit.
4. Have students choose and justify brainstorming, freewriting, or mapping.
5. Have students complete a visible plan centered on the important moment. **[3.11A(i)]**
6. Have students connect the plan to Topic or clear experience; Relationships; Actions, thoughts, and purposeful dialogue; Important moment; Lesson or lasting effect; Setting. **[3.12A(i)]**
7. Have students identify a place where the plan should shape the draft, then verify it after drafting.

64. Writing Assignment Rubric

Use five criteria with four levels for a 20-point classroom score. The criteria organize the lesson plan's planning and narrative expectations. Record conventions feedback separately when a minor error does not affect the assessed meaning.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Writing job and genre	Names topic, purpose, and audience; justifies narrative precisely.	Names the writing job; justification is clear but general.	Names some parts; genre reason is incomplete.	Chooses genre without purpose or audience.
Planning strategy and visible plan	Justifies a fitting tool; a completed plan shapes the draft.	Appropriate tool and plan; connection partly explained.	Tool named but plan or rationale incomplete.	No usable planning move.
TRAILS development	All six features develop a connected experience.	Most features work; one is thin.	Some features appear in a largely summarized response.	Lists events with little development.
Important moment and lasting effect	Slows Beth's change with craft and connects it to new understanding.	Change and effect clear but briefly developed.	States the change without developing it.	Change and lasting effect absent or unclear.
Revision and explanation	Adds a useful idea and explains a specific plan-to-draft connection.	Useful revision and a general connection.	Revision or connection only partly evident.	No useful revision or explanation.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure prepared writer	Create three plans for three writing jobs from the recess topic.
14-17	70-85%	Developing	Confer on the weakest criterion and revise that part.
10-13	50-65%	Emerging	Use a partially completed map and oral rehearsal of the important moment.
Below 10	Below 50%	Beginning	Reteach purpose and audience with two genre choices, then build one visible planning move.

66. Teacher Feedback Shortcuts

- Strength: "You named the purpose and audience before choosing narrative."
- Strength: "You explained how your planning tool helped you develop ____."
- Target: "Name what your reader needs to experience before you choose your genre."
- Target: "Show where your plan influenced this part of your draft."
- Craft: "Slow the moment when Beth changes her thinking. Add a thought or purposeful line of dialogue."
- Revision: "Add one useful idea that makes your sentence clearer, then check its completeness and agreement."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who choose a genre before purpose, cannot justify a planning tool, or summarize the experience.
Group Size	Small group of 3-6 students
Time	A focused follow-up after Day 3
Materials	Two genre choices; task card; anchor chart; partially completed before / important moment / after map
Relevant TEKS Breakout	[3.11A(i)] planning; [3.12A(i)] narrative characteristics; [3.11C(i)] adding ideas
Relevant ELPS	4(C)(ii) content vocabulary; 4(F)(i) purposeful writing with detail

Step 1: Name the Thinking. read the task aloud and have students repeat or highlight the purpose verb before choosing between two genres.

CLASS SLIDE

Rehearsal frame: "The writer needs to ____ for ____, so ____ fits."

TEACHER SCRIPT

"Name what your writing needs to do and who will read it. Then choose the genre. Use your map to show what Beth thought before, where her thinking changed, and what she understood afterward."

Keep the task intact. Have students name the topic and audience, then explain what the writing must do.

Step 2: Choose a Planning Route.

CLASS SLIDE

Partially completed map: Before → Important Moment → After. Have students develop Beth's change rather than merely summarize it.

Provide a partially completed map with three boxes: before → important moment → after. Have students choose the details and explain how the map helps.

Step 3: Develop the Moment. have students add one thought or line of dialogue that shows Beth considering another solution. Connect it to the plan.

Step 4: Say It. have partners rehearse the genre reason, planning reason, and important moment before writing independently.

Small Group Teacher Table: ask what the writing needs to do, who will receive it, why this tool helps, and where Beth's thinking changes. Return each decision to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the writing job before genre.	Topic, purpose, and audience come first.	Genre is named before purpose.	Cover genre signs; require purpose and audience first.
Ask students to justify the planning tool.	The student explains how it fits the genre and job.	All planning tools are treated as the same worksheet.	Ask why this route helps this writing job.
Ask students to identify the important moment.	The student points to Beth recognizing more than one solution.	An ordinary recess action is selected.	Ask where Beth's thinking changes.
Ask students to show the plan's influence on the draft.	The student connects a planned detail or sequence to the narrative.	The planning sheet is detached from the writing.	Have the student trace one idea from plan to paragraph.

69. Student Support Quick Reference

If a student...	Support to Provide
Picks a genre before purpose	Use Topic-Purpose-Audience-Genre-Plan in order.
Cannot choose a planning tool	Offer a partially completed before / important moment / after map.
Summarizes instead of develops	Ask for one thought or line of dialogue showing Beth's thinking.
Masters quickly	Assign three planning artifacts for three writing jobs from the same topic.

Supporting Materials in This Guide: genre and planning charts, relay cards, DOT and TRACKS, TRAILS features, oral rehearsal frames, narrative exemplars, and the progress tracker support the module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students to show how different writing jobs create different plans from the same recess topic.
Group Size	Pairs or small groups
Materials	High Stamina excerpt, narrative-map sheet, informative concept-map sheet, opinion-brainstorm sheet
Relevant TEKS Breakout	[3.11A(i)] genre and planning strategy; [3.12A(i)] narrative characteristics; [3.12A(ii)] craft
Relevant ELPS	4(D)(iii) connecting words; 4(F)(i) purposeful writing with detail

Part 1: Name Three Writing Jobs. have students identify purpose and audience for a narrative experience, an informative explanation, and a supported opinion.

CLASS SLIDE

Same recess topic; three writing jobs: develop an experience, explain a decision process, and support a viewpoint.

Part 2: Create Three Plans. have students build a narrative map, informative concept map, and opinion brainstorm using the same recess topic.

Part 3: Explain the Differences. have students explain why the plans differ even though the source passage stays the same.

Share the Plans: have partners identify how each artifact fits its writing job.

Expert Reflection: require each student to connect the different plan features to purpose, audience, and genre.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

Connection to This Module: have students use the prepared-writer sequence to choose a route before drafting, then develop the experience through TRAILS.

Planning Support

1. Have students record topic, purpose, and audience.
2. Have students confirm narrative and write a justification.
3. Have students choose brainstorming, freewriting, or mapping and state why it fits.
4. Have students plan the important moment where Beth's thinking changes.
5. Have students connect passage details to the plan. **[3.7C]**
6. Have students plan all six TRAILS features. **[3.12A(i)]**
7. Have students identify how the important moment leads to a lasting effect.

WRITING REQUIREMENT **[3.7F]**

Have students use appropriate planning and passage vocabulary where it supports the meaning.

Drafting Space: have students write the narrative so a reader experiences Beth's changing thinking. Model opening: "When the whistle blew, Beth was certain: recess should be longer."

Success Criteria

- The student names the topic, purpose, and audience and confirms the genre.
- The student chooses and justifies a planning strategy.
- The plan visibly influences the draft.
- The important moment is developed.
- The narrative includes all six TRAILS characteristics.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. have students read the narrative aloud and add one useful idea that makes a sentence clearer or develops the important moment. **[3.11C(i)]**

Edit. check complete simple sentences, subject-verb agreement, singular and common nouns, and high-frequency spelling. Lesson plan breakouts: **[3.11D(i)]**, **[3.11D(vi)]**, **[3.11D(viii)]**, **[3.11D(xxxii)]**.

Share. have students teach a partner the five decisions: topic, purpose, audience, genre, and plan.

Teacher follow-up: store the plan, first draft, and revised draft together so the relationship between preparation and writing remains visible.

Engagement & Home Connection

73. Auditory Engagement Moments

Use Human Genre Sort. Students listen for the purpose verb and named audience before moving to a genre area and defending the choice.

- Post Narrative, Informative, Opinion/Argument, and Correspondence signs. Read a statement task aloud, such as explaining the class decision process to a new student.
- Have students move or point to the genre that fits and pair with someone in that area.
- Have pairs give a ten-second defense using topic, purpose, and audience. Allow changed choices after stronger justification.
- For fresh recall, have students complete: "I heard the writer needed to ____ for ____, so the genre that best fits is ____."

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE CHOOSING A GENRE

Pause for students to name topic, purpose, and audience in their own words. Have them confirm the purpose before genre and planning tool.

PAUSE POINT: MIDWAY

Have students check whether the draft develops an experience or lists events. Look for setting, actions or thoughts, and the moment Beth recognizes more than one reasonable solution.

PAUSE POINT: BEFORE YOU FINISH

Have students consider whether a reader could picture the experience. Ask for the one detail or line of dialogue that improves clarity and a lasting effect that connects to Beth's change.

75. At-Home Connection

Send short tasks that rehearse the prepared-writer habit at home. Each needs a few minutes, no special materials, and a conversation rather than a worksheet.

TEACHER INFORMATION: TASK CARD 1

Send this task first to practice naming the writing job before genre.

Task Card 1: Name the Writing Job. invite families to have the student name topic, purpose, and audience for an everyday writing idea, then choose narrative, informative, opinion, or correspondence and explain why. [\[3.11A\(i\)\]](#). Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this task to rehearse developing an experience with TRAILS.

Task Card 2: Tell the Experience. invite families to listen to a small moment with setting, actions, one thought or line of dialogue, and what the moment meant. [\[3.12A\(i\)\]](#). Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Provide language support with a word bank and frame while keeping the narrative thinking intact.

Task Card 3: The TRAILS Frame. provide the word bank Setting, Important Moment, Lasting Effect and the frame "The setting is _____. The important moment is _____. The lasting effect is _____." Invite families to identify those parts in a narrative about finding something. **3.12A(1)**. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your progress tracker. As you plan and write this week, check how you feel about each skill you can do by yourself. Be honest so you can see your growth. You are in charge of noticing your next step."

Directions: have students reflect independently on planning and writing with "The Recess Question." Ask them to check one response per row after practice and use their work as evidence.

Student Skill	Not Yet	Getting It	I've Got It!
The student can name topic, purpose, and audience before choosing a genre.			
The student can choose and justify a genre that fits the writing job.			
The student can choose brainstorming, freewriting, or mapping and explain why.			
The student can complete a visible planning move before drafting.			
The student can use the plan to develop the important moment.			
The student can write a narrative with all six TRAILS characteristics.			
The student can show where the plan influenced the draft.			
The student can add a useful idea and complete the conventions check.			
The student can teach the five decisions and a TRAILS feature to a partner.			

77. Student Award

Evidence of Growth: have students name two awards from Genre Matcher, Planning Pro, TRAILS Builder, Moment Maker, and Sentence Grower and point to the evidence in their plan or draft.

78. Student Target

Next Step: have students name one precise target in purpose, audience, genre, planning strategy, TRAILS, adding an idea, or editing conventions.

Connect the reflection directly to Day 4 Award and Target and check the resulting change.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today you learned that planning is where you decide where your thinking is going. You named the topic, purpose, and audience, chose a genre, and selected brainstorming, freewriting, or mapping before you drafted. You can carry those decisions into your next writing job."

80. Essential / Overarching Question, Answered

How does a writer choose a clear route before drafting, so the plan matches the topic, purpose, audience, and genre?

Writers use the topic to know what they are writing about, the purpose to know what the writing must accomplish, and the audience to know who needs the response. Those decisions guide the genre choice; brainstorming, freewriting, or mapping then gives the writer a route into the draft. For this task, narrative lets third-grade readers experience Beth's changing thinking; the plan identifies the important moment and supports all six TRAILS characteristics.

81. Teacher Reflection

- Which students still pick a genre before naming purpose and audience?
- Which planning strategies did students choose, and did they justify the choices?
- Which students need a partially completed map to plan?
- Which narratives develop the important moment rather than summarize it?
- Who is ready for the Very High Stamina independent synthesis in Module 4?
- Which planning records, drafts, and teach-back evidence should be preserved?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Genre Route Relay recording sheets with genre and planning justifications.
- Independent PREPARE Planning Records paired with narrative drafts.
- Award and Target cards with evidence and resulting revisions.
- Before-and-after sentences showing a useful added idea.
- The Module 3 My Progress Tracker.
- Day 5 PREPARE Coach notes and exit checks across levels of understanding.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the named Module 3 slide cues in lesson order. Use the support rows to prepare materials, rehearse skills, and provide follow-up instruction.

Cue	Title	Required Content	Lesson Location
M3-01	Module Launch	Plan the Path Before the Draft; Week 3; High Stamina; learning destination	Day 1 Gather
M3-02	Reading Purpose	Read for moments, information, viewpoints, and possible direct messages	Day 1 Gather
Support	DOT and TRACKS	Dot, Discover, Drop; six measurable evidence categories	Before and during reading
M3-04	One Topic, Many Possible Responses	The prompt determines the response genre	Day 1 Reveal
With M3-04	Same Topic, Four Writing Jobs	Develop an experience; explain a process; support a viewpoint; send a message	Day 1 Reveal
With M3-04	Choose a Planning Route	Brainstorming, freewriting, and mapping; teacher mapping model	Day 1 Reveal
M3-05	Genre Route Relay	Six writing-job cards; rotate roles; justify genre and planning tool	Day 2 Attempt
M3-06	Discuss the Hard Choices	Use purpose and audience to resolve disagreements	Day 3 Discuss
M3-07	Independent Use	Record topic, purpose, audience, genre, and strategy; plan and draft Beth's change	Day 3 Use
Support	Standards Application Check	Add one useful idea; edit sentences, agreement, nouns, and spelling	Day 3 Use
M3-09	Award the Preparation	Choose two evidence-based awards from the plan or draft	Day 4 Award
M3-10	Target the Next Route	Name one precise next step and act on it	Day 4 Target
M3-11	PREPARE Coach	Teach the five decisions and show the plan's influence	Day 5 Explain / Educate
Support	Planning Intervention	Two genre choices and before / important moment / after map	After Day 3
Support	Three Planning Artifacts	Narrative map, informative concept map, opinion brainstorm	Enrichment
Support	My Progress Tracker	Reflect on writing-job decisions, planning, and TRAILS	Day 5 reflection
Support	Low Exemplar	A list of Beth's events without a developed experience	Section 51
Support	Medium Exemplar	Relevant events and realization, but the moment is brief	Section 52

Support	High Exemplar	Developed important moment and lasting effect with TRAILS	Section 53
---------	---------------	---	------------

Guide routines and companion materials: keep the essential question, DOT and TRACKS, relay recording sheet, TRAILS planning, exemplars, and progress reflection available throughout the week. Use the named lesson plan cues for the daily sequence.

84. Virtual / Online Adaptation

Keep the thinking demand and each activity; adapt how students share decisions, planning, and narrative development online.

Element	Adaptation
Shared-screen adaptation	Display four writing situations and use chat or reactions to signal purpose before genre.
Annotation	Keep Topic-Purpose-Audience-Genre-Plan visible; use a shared slide with six TRAILS boxes for detail placement.
Breakout discussion	Have small groups run Genre Route Relay with rotating roles and typed justifications; use pairs for PREPARE Coach.
Oral response	Have students rehearse: "For this topic, purpose, and audience, the best genre is ____ because ____."
Asynchronous option	Provide the excerpt and three planning tools digitally. Require a plan and a narrative plus an explanation of one connection.
LMS submission	Collect planning records, drafts, revised sentences, and exit checks in a shared document or classroom submission space.
Digital tracking	Retain Pause Points and the progress tracker; have students identify the important moment and next step independently.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Complete this reflection after teaching. Record what worked, what needs adjustment, and the students who need a specific next step.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Choose, Justify, Draft, Revise, and Share

Grade 3 | PREPARE Cluster | Module 4

Grade: 3

Cluster: PREPARE, preparing writers before Cluster 1

Module: 4 of the cluster; Week 4

Primary Instructional Category: Independent genre selection and narrative composition

Module Title: Choose, Justify, Draft, Revise, and Share

Content Connection / Passage Title: "The Recess Question"; Week 4; Very High Stamina; approximately 1,058 words

Primary TEKS: [3.11A](#) planning; [3.12A](#) literary texts using genre characteristics and craft

Approximate Daily Instructional Time: five instructional days; extend reading and independent drafting time to support Very High Stamina

Copyright: The Writing Academy®, LLC

Response Strand (7-Strand) TEKS Woven Into This Module

The Response strand supports reading, discussion, annotation, and explanation throughout the PREPARE decision chain. Use the evidence locations below to connect instruction and assessment.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *Day 3 discussion connects listening to perspectives with lived experience.*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *Use the anchor and peer response drafts as sources during the alternate-purpose comparison.*
- **[3.7C]** use text evidence to support an appropriate response. *Genre justifications and narrative details draw on the anchor.*
- **[3.7D]** retell and paraphrase texts in ways that maintain meaning and logical order. *Students orally rehearse Beth's changing thinking before drafting.*
- **[3.7E]** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. *DOT, TRACKS, and planning artifacts make source interaction visible.*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *Students use genre, craft, and decision vocabulary in writing and teach-back.*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *Genre Court and the Genre Expert Fair require explanation of significant ideas.*

1. A Little Inspiration Goes a Long Way!

Open the capstone by emphasizing independence in decisions. Students choose tools for a writing job and explain why those tools fit.

TEACHER SCRIPT

"Independence is not writing without tools. Independence is knowing which tool to choose and why. You can choose the tool that fits your writing job."

Connection to this week's thinking: students independently choose and justify a genre, select a planning strategy, draft, revise, edit, and teach the decision.

2. Why This Module Matters

Module 4 is the cumulative PREPARE experience. Students return to the complete "The Recess Question" anchor and independently move through the entire decision chain. Reduce prompting so students demonstrate genre selection without waiting to be told a genre. The formal product is a developed narrative, and students explain how a different purpose would change the response genre.

Where it fits into writing: students bring together genre selection, purposeful craft, and planning from Modules 1-3, then complete revision and editing in an authentic response.

Why it matters beyond this assignment: the full process prepares students to make and explain independent decisions on new writing tasks.

3. Module Essential / Overarching Question

How does a prepared writer independently choose the right genre for a writing job, develop it well, and explain the decision to another writer?

Have students record initial thinking on Monday and return to the same question on Friday.

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Record the change in the student's thinking:

Family Communication

4. Parent Communication Purpose

Help families understand the prepared-writer habit: writers name the topic, purpose, and audience before selecting a genre. Module 4 completes the PREPARE Cluster, which comes before Cluster 1.

How to Send It: share the letter in each family's preferred language. Invite families to listen as students name a writing job, choose a genre, and tell a developed experience.

5. Family Letter (English)

English family letter for distribution: Dear Families,

This week your student is completing Module 4 of our PREPARE Cluster. Prepared writers decide what their writing needs to do before starting. They name the topic, purpose, and audience, choose and justify a genre, plan, draft, revise, edit, and share their reasoning. Narrative, informative, opinion, and correspondence each serve a different writing job.

We are reading "The Recess Question," about Beth, Lily, and Mrs. Green's class. Beth learns that a community problem can have more than one reasonable solution. Your student uses TRAILS to develop a narrative with setting, relationships, actions and thoughts, an important moment, and a lasting effect. At home, invite your student to tell a small moment as a story, including where it happened, what was done or said, and why it mattered. Celebrate the storytelling and ask why narrative fits the purpose.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Carta en español para distribuir: Estimadas familias:

Esta semana su estudiante completa el Módulo 4 de nuestro Grupo PREPARAR, la unidad que va antes del Grupo 1. Nuestro HÁBITO es que los escritores preparados deciden qué debe lograr su escritura antes de comenzar. Nombran el tema, el propósito y el público; eligen y justifican el género; planifican, redactan, revisan, corrigen y comparten sus decisiones. La narración, el texto informativo, la opinión y la correspondencia cumplen funciones diferentes.

Leeremos "The Recess Question", sobre Beth, Lily y la clase de la señora Green. Beth aprende que un problema de la comunidad puede tener más de una solución razonable. Su estudiante usa TRAILS para desarrollar una experiencia con escenario, relaciones, acciones y pensamientos, un momento importante y un efecto duradero. En casa, invite a su estudiante a contar un pequeño momento del día como un cuento: dónde ocurrió, qué hizo o dijo y por qué fue importante. ¡Celebre su manera de contar historias y pregunte por qué la narración cumple ese propósito!

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- Invite families to ask what it means to decide what writing needs to do before starting.
- Invite families to ask how narrative differs from writing that explains information.

- Suggest discussing how finding a mysterious object could become a story.
- Suggest discussing what makes an important moment feel important.
- Invite students to explain how a change in purpose would change the genre.

8. Simple Family Activities

Share these two conversation activities; neither requires special materials.

Family Activity: Name the Writing Job

Invite families to name a familiar topic, such as a trip, pet, or meal, and ask students to identify the purpose and audience before choosing a story, explanation, opinion, or letter.

Family Activity: Tell the Experience

Invite families to listen to a narrative about a small moment. Encourage a setting, actions, one thought or line of dialogue, and a lasting effect. Ask families to celebrate development of the important moment.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, PREPARE Cluster, Module 4; Week 4
Module Category	Independent genre choice and narrative synthesis; Very High Stamina
Primary TEKS	3.11A ; 3.12A
Primary Breakout	3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft
Spiral TEKS	Response strand 3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C revision; 3.11D(i) sentences; 3.11D(iii) nouns; 3.11D(xi) spelling; DOT, TRACKS, and TRAILS
Content Connection	"The Recess Question": Beth considers perspectives before a group decision.
Daily Lesson Time	Five days; protect extended reading and independent drafting time.

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Genre Court records; PREPARE decision record; planning artifact; narrative; revision; editing check; tracker
Formal Assessment Product	Complete PREPARE evidence set and Genre Expert Fair teach-back; exit ticket checks genre transfer.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students independently complete the full prepare-to-write process: choose and justify a genre, plan, draft a narrative with genre characteristics and craft, revise and edit, and teach the decision to another writer.

I Will Statements

- Have students state the goal: "You will read the writing job and name the topic, purpose, and audience."
- Have students state the goal: "You will select a genre and justify it with evidence."
- Have students state the goal: "You will choose a planning strategy and draft independently."
- Have students state the goal: "You will revise and edit independently."
- Have students state the goal: "You will teach another writer how you made your decision."

I Can Statements

- Look for independent genre choice based on topic, purpose, and audience.
- Look for a justification based on evidence rather than preference.
- Look for independent completion of the whole decision chain.
- Look for an explanation of how a different purpose would change the genre.

CLASS SLIDE

Display M4-01, Module Launch, with the I Will and I Can targets before instruction.

13. Success Criteria

Use these criteria to evaluate independence and narrative development separately.

- The genre justification uses purpose and audience evidence.
- The planning strategy is independently selected and justified.
- The plan and draft are the student's own work.
- The narrative develops Beth's change with all six TRAILS characteristics.
- The student adds a useful idea and independently completes the editing sweep.
- The student teaches the decision chain and explains a changed-purpose genre choice.

14. Evidence That Will Demonstrate Mastery

Collect evidence across the week to document decisions, craft, revision, editing, and transfer.

- Genre Court or Genre Pitch records with evidence-based justifications.
- The independent decision record and chosen planning artifact.
- A narrative draft that develops Beth's change with TRAILS.
- Revision evidence and an editing check grouped with the draft.
- The Genre Expert Fair teach-back and peer listener feedback.

15. TEKS Correlations

The lesson plan identifies instructional breakouts within [3.11A](#), [3.12A](#), [3.11C](#), and [3.11D](#). Use the full official wording below and in section 26; the lesson retains the lesson plan's focused breakout references.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A	Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Decision record
3.12A	Narrative composition	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	Days 1, 3	Days 3-5	Narrative and teach-back
3.11C	Revision	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 3	Days 3-4	Revision addition
3.11D(i) ; 3.11D(iii)	Editing	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns;	Day 3	Days 3-4	Editing check
3.11D(xi)	Spelling	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	Day 3	Days 3-4	Edited narrative

Keep genre selection and craft diagnostically separate. Lesson plan noun breakouts **3.11D(vi)** and **3.11D(viii)** focus on singular and common nouns within official **3.11D(iii)**; lesson plan **3.11D(xxxii)** focuses on high-frequency spelling within **3.11D(xi)**.

16. Standards Coverage Matrix

Use this matrix to locate the primary genre decisions, recursive writing process, and response-strand applications. Breakout references in the lesson plan describe the specific portion practiced.

Classification	TEKS	Student Expectation / Instructional Focus	Where It Occurs
PRIMARY	3.11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Days 1-3; decision record
PRIMARY	3.12A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft	Days 3-5; narrative
RECURSIVE	3.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Days 3-4; revision evidence
SPIRAL	3.7A	Personal connections	Day 3 Discuss
SPIRAL	3.7B	Responses and comparison across sources	Anchor and peer drafts; alternate-purpose companion
SPIRAL	3.7C	Text evidence	Genre justification and narrative
SPIRAL	3.7D	Retell and paraphrase in logical order	Oral rehearsal
SPIRAL	3.7E	Annotation and freewriting	DOT, TRACKS, and plan
SPIRAL	3.7F	New vocabulary	Writing and Genre Expert Fair
SPIRAL	3.7G	Discussion of significant ideas	Genre Court and teach-back
RECURSIVE	3.11D(i) ; 3.11D(iii)	Complete sentences, subject-verb agreement, and nouns	Editing sweep
RECURSIVE	3.11D(xi)	High-frequency spelling	Editing sweep
RECURSIVE	DOT / TRACKS / TRAILS	Vocabulary, evidence, and narrative development	All five days

17. ELPS Correlations

Use the lesson plan's ELPS correlations to support vocabulary, sentence development, oral justification, and purposeful writing.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
4(C)(ii)	Writing	Content-Area Vocabulary	Write using content-area vocabulary.	Days 1, 3, 5
4(D)(i)	Writing	Sentence Length	Write using a variety of grade-appropriate sentence lengths.	Days 3, 4
4(D)(iii)	Writing	Connecting Words	Write using a variety of grade-appropriate connecting words.	Days 2, 3
4(F)(i)	Writing	Purposeful Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Days 3, 4, 5
2(E)	Speaking	Oral Explanation	Use comprehensible language to explain information orally with increasing specificity and detail.	Days 2, 5
4(E)(ii)	Writing	Grammatical Structures	Write formal or informal text using grammatical structures.	Day 4
4(B)(ii); 4(C)(i); 4(D)(ii)	Writing	Spelling, Words, and Sentences	Spell words following conventional spelling rules; write using high-frequency words; write using a variety of grade-appropriate sentence types.	Days 3, 4

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(C)(ii)	Writing	Write using content-area vocabulary.	Intervention, after Day 3
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(D)(iii)	Writing	Write using a variety of grade-appropriate connecting words.	Enrichment, after Day 4
4(F)(i)	Writing	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while opening access to independent genre decisions and TRAILS narrative development.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Use gestures and icons to identify genre cards and TRAILS elements.
Beginning	Have students sort detail cards under TRAILS and point to an element before speaking.
Intermediate	Offer the frame: "The best genre is ____ because ____."
High Intermediate	Offer the frame: "This shows the ____ because ____."
Advanced	Have students orally rehearse a narrative plan before writing.

Language Supports

- Provide genre cards, a five-box decision strip, and TRAILS icons.
- Have partners say the genre decision and plan before writing.
- Read the intact task aloud and clarify vocabulary without choosing a genre.
- Offer frames for topic, purpose, audience, important moment, and genre justification.
- Allow home-language rehearsal before English explanation and writing.

Evidence of access: students may use visuals, oral rehearsal, and frames; each student still selects the genre, chooses a planning tool, and develops the experience.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear writing situations and identify purpose before naming a genre.
Speaking	Students orally justify the genre for a topic, purpose, and audience.
Reading	Students read the full anchor and mark details that develop Beth's changing thinking.
Writing	Students plan with a chosen strategy and TRAILS, then independently draft, revise, and edit.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read or repeat a writing situation; provide anchor charts, icons, and oral frames.	Tell students which genre a job needs, choose their planning tool, or supply their narrative details.

The student must decide whether narrative fits and develop the experience. During the first five minutes of independent writing, answer procedural questions only.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify topic, purpose, audience, and TRAILS elements.	Supported; reread the passage as needed.	Correctly names the job and matches mentor details to TRAILS.
Inferential	Explain why narrative fits and how a detail develops the experience.	Guided on Days 1-2; independent by Day 5.	Explains how action or thought moves the narrative.
Evaluative			

	Judge whether a response develops an experience or lists events.	Partner discussion on Day 3; independent by Day 5.	Names missing craft and adds a purposeful detail.
Synthesis	Independently plan, draft, revise, edit, and teach a decision.	Independent culminating task.	Complete PREPARE evidence set and alternate-purpose explanation.

22. The Five Thinking Levels

Use the five thinking levels to name the demand of a task and the evidence in a student response. Preserve the symbol and color labels as instructional references.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What does the job require?	Student names topic, purpose, and audience.	Recall / Identify
Emergent (Orange)	Which tool fits?	Student selects a genre and planning strategy.	Skill / Categorize
Visible (Yellow)	What evidence supports the choice?	Student uses purpose and audience evidence.	Strategic / Connect
Independent (Green)	Can the whole process be completed independently?	Student plans, drafts, revises, and edits.	Extended / Analyze and Revise
Reflective (Blue)	How would a new purpose change the response?	Student teaches the decision and explains transfer.	Reflective / Explain

Module progression: Recall names the decision chain and TRAILS; Skill selects genre and planning tool; Strategic defends a genre against a plausible alternate; Extended completes the evidence set and teaches the decision.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The passage genre is the response genre.	Facts may lead the teacher to label the narrative informative.	Point to Beth's actions and changing thinking; identify the writer's main purpose.
Genre choice is a quick matching game.	Fast naming may replace reasoning.	Require topic, purpose, audience, and an evidence-based justification.
A narrative is just events in order.	An ordered list may be accepted as a developed experience.	Ask for setting, thought or dialogue, and a developed important moment.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Facts make a passage informative.	Student labels the anchor informative.	Reread Beth's changing thinking and ask about the writer's purpose.
Any ordered list is a narrative.	Student lists recess, discussion, voting, and change.	Ask which setting, thought, or important moment needs development.
Genre comes before purpose.	Student chooses a favorite genre and invents a reason.	Cover genre cards until topic, purpose, and audience are named.

Module Foundations: Review, Refresh & Readiness

Complete the brief prerequisite retrieval before Day 1; reserve new teaching for Gather and Reveal.

25. TEKS Target

Primary targets: **[3.11A]** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **[3.12A]** compose literary texts, including personal narratives and poetry, using genre characteristics and craft. The lesson plan focuses on planning breakout **[3.11A(i)]** and narrative characteristics **[3.12A(i)]** and craft **[3.12A(ii)]**. Keep evidence of genre selection separate from evidence of craft.

26. How I Say the Standard!

TEKS says	How I say it
[3.11A] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; [3.12A] compose literary texts, including personal narratives and poetry, using genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: [3.11D(i)] complete simple and compound sentences with subject-verb agreement; [3.11D(iii)] singular, plural, common, and proper nouns; [3.11D(xi)] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	Teach students to select a genre for the job, choose a planning strategy, develop a narrative with craft, add a useful idea during revision, and check complete sentences, subject-verb agreement, nouns, and spelling. The lesson plan isolates singular nouns, common nouns, and high-frequency words for this module. Full standard wording: Texas Education Agency, §110.5(b)(11)-(12).

27. This Week I Can...

Have students explain that they can choose a genre from topic, purpose, and audience; justify it with evidence; complete the decision chain independently; and explain a different-purpose genre choice.

28. Before I Can... Prerequisites

Retrieve the foundations that students will use independently this week.

- Read a grade-level narrative and identify a change in a character's thinking.
- Recognize topic, purpose, audience, and the writing job.
- Write a complete sentence with subject-verb agreement.
- Use DOT to track unfamiliar words and TRACKS to mark evidence.
- Recognize the six TRAILS characteristics and a visible planning move. **[3.12A]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the topic, purpose, and audience of a writing job. Then name a genre and one planning tool you could choose. Explain why each fits."

Use this as retrieval of the complete decision chain, without supplying the genre or plan.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
choose	To pick one thing from a group.	Have students rehearse: "You choose the genre that fits the job."
justify	To give reasons that support a choice.	Have students justify a genre with purpose and audience evidence.
revise	To improve a draft by changing ideas or sentences.	Have students add one useful idea.
reflection	Careful thinking about learning.	Have students identify the stage they can complete independently.

31. Conventions Connection

During the editing sweep, check complete simple sentences and subject-verb agreement [3.11D(i)], singular and common nouns [3.11D(iii)], and high-frequency spelling [3.11D(xi)]. During revision, require one useful idea that improves sentence structure, clarity, or development [3.11C].

32. Writing Connection

Genre selection begins with purpose and audience. Once students justify narrative, TRAILS helps them develop Beth's experience. The planning artifact, draft, revision, editing check, and teach-back reveal the full process.

33. Watch Out!

Common misconception: students confuse writing volume with independence. **Teacher move:** check the genre justification and craft separately; a long response may still need purpose analysis or narrative development.

34. Ready Check

Read the job "Explain the steps the class uses before voting." Have students name topic, purpose, and audience before selecting a genre. Note who recognizes that teaching a process calls for informative writing.

35. Teacher Look-Fors

- Students name topic, purpose, and audience before selecting a genre.
- Students justify the genre with evidence rather than preference.
- Students independently choose a planning tool and develop the important moment.
- Students add a useful idea, edit accurately, and teach the complete decision chain.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Before you begin, preview words you will use as you prepare, draft, revise, and explain your writing independently."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These everyday words help you choose, plan, draft, change, check, and teach. Use each word as you explain a decision about your writing."

Word	Student-Friendly Definition	Oral Rehearsal Frame
choose	To pick one thing from a group.	Offer the oral frame: "I _____ the genre that fits the job."
reason	Why you think or do something.	Offer the oral frame: "My _____ for choosing narrative is _____."
decide	To make up your mind.	Offer the oral frame: "First I _____ the purpose and audience."
plan	To decide the parts before drafting.	Offer the oral frame: "I _____ my route before I write."
draft	A first version of writing.	Offer the oral frame: "I use my plan to write my _____."
change	To make something different.	Offer the oral frame: "I _____ one sentence to make it clearer."
check	To look closely to make sure.	Offer the oral frame: "I _____ my sentences during editing."
teach	To help someone understand.	Offer the oral frame: "I _____ my partner how I decided."
tool	Something used to do a job.	Offer the oral frame: "I choose the right _____ for the writing job."
proof	Evidence that supports a choice.	Offer the oral frame: "My justification gives _____ for my genre."
Oral rehearsal	Have students choose two words and explain a writing decision.	Listen for accurate use in a complete explanation.
Transfer rehearsal	Have students connect one word to their own PREPARE evidence set.	Ask students to point to the plan, revision, or editing check that shows the word in use.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help you justify a choice and describe your revision and editing. Use them to explain how you improved your writing."

Word	Student-Friendly Definition	Oral Rehearsal Frame
select	To choose carefully from options.	Offer the oral frame: "I _____ narrative because the purpose is to develop an experience."
justify	To give reasons that support a choice.	Offer the oral frame: "I can _____ my genre with evidence."
effective	Working well to do a job.	Offer the oral frame: "Narrative is the most _____ genre for this task."
revise	To improve a draft by changing ideas or sentences.	Offer the oral frame: "I _____ by adding a useful idea."
sentence structure	The way words are put together in a sentence.	Offer the oral frame: "I improved my _____ by adding an idea."
subject-verb agreement	Matching the subject and verb in a sentence.	Offer the oral frame: "I checked my _____ during editing."
singular noun	A noun that names one person, place, or thing.	Offer the oral frame: "I used the correct _____ here."
common noun	A general, not specific, naming word.	Offer the oral frame: "I checked each _____ in my draft."
high-frequency word	A word used very often in reading and writing.	Offer the oral frame: "I spelled each _____ correctly."
reflection	Careful thinking about what you learned.	Offer the oral frame: "My _____ names what I can do independently."
Oral rehearsal	Have students choose two words and explain a writing decision.	Listen for accurate use in a complete explanation.
Transfer rehearsal	Have students connect one word to their own PREPARE evidence set.	Ask students to point to the plan, revision, or editing check that shows the word in use.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words connect to the passage and to making decisions as a group. You can use them to explain how Beth's thinking changes."

Word	Say It This Way	Student-Friendly Definition and Oral Rehearsal Frame
perspective	per-SPEK-tiv	A person's way of seeing an issue. Offer the oral frame: "Each classmate shared a _____."
ballot	BAL-ut	A paper used to cast a vote. Offer the oral frame: "Each student placed a _____ in the box."
community	kuh-MYOO-nuh-tee	A group of people who live, learn, or work together. Offer the oral frame: "A _____ makes decisions together."
compromise	KOM-pruh-myz	A solution where each side gives a little. Offer the oral frame: "Lily's movement break was a _____."
democratic	dem-uh-KRAT-ik	Making decisions as a group, often by voting. Offer the oral frame: "Voting is a _____ way to decide."
respectful	ri-SPEKT-ful	Treating others with care. Offer the oral frame: "The class listened in a _____ way."
solution	suh-LOO-shun	An answer to a problem. Offer the oral frame: "There can be more than one _____."
decision	dih-SIZH-un	A choice a group or person makes. Offer the oral frame: "The class made a group _____."
information	in-fer-MAY-shun	Facts used to make a good choice. Offer the oral frame: "We gathered _____ before we voted."
citizen	SIT-uh-zun	A member of a community who takes part in decisions. Offer the oral frame: "A good _____ listens to others."
Meaning check	Teacher prompt	Have students explain how perspective, information, and decision connect in the anchor.
Passage application	Teacher prompt	Have students use ballot and respectful to explain the class's decision process.

For further academic-word practice, use the Teach BIG Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Anchor background: Beth invites Lily to jump rope, then joins a class discussion about recess. Mrs. Green records longer recess, keeping recess the same, and another solution. Lily proposes an extra movement break. Students consider advantages, disadvantages, and perspectives before voting by ballot.

Conceptual background: Beth begins certain that longer recess is the only good answer and comes to recognize several reasonable solutions. The passage ends without announcing the vote result. Do not invent a winning solution.

Teacher stance: independence must be visible in decisions. Separate choosing the right genre [3.11A] from using narrative characteristics and craft well [3.12A]. During the initial independent writing period, answer procedural questions only.

The PREPARE Habit

Prepared writers name topic, purpose, and audience before selecting a genre and planning strategy. After drafting, they revise, edit, and explain the decision. TRAILS develops the experience: Topic or Experience; Relationship; Actions/Thoughts/Dialogue; Important Moment; Lesson or Lasting Effect; Setting.

40. Materials Needed

Category	Items
Core print materials	Complete anchor passage; genre ecosystem chart; PREPARE decision record; TRAILS planner
Activity / game materials	Genre Pitch task cards; Genre Court role cards; peer-teaching feedback slips
Writing materials	Choice of brainstorming, freewriting, and mapping pages; pencils; sticky notes; writing folders
Assessment materials	Revision/editing checklist; Award/Target cards; progress tracker; exit ticket
Technology	Board or projector for the Module 4 Daily Deck
Accessibility supports	Five-box decision strip; genre and TRAILS icons; oral rehearsal frames

41. Preparation Before Day 1

- ☐ Prepare the complete writer decision chain and four-genre ecosystem chart.
- ☐ Prepare the five Genre Court cases and the four rotating roles.
- ☐ Copy PREPARE decision records and provide a choice of brainstorming, freewriting, or mapping pages.
- ☐ Copy the complete "The Recess Question" anchor and allow sustained reading time for Very High Stamina.
- ☐ Prepare the near-miss genre model, TRAILS planner, and revision/editing checklist.
- ☐ Set out Award/Target cards, peer feedback slips, writing folders, and progress trackers.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	Flexible	G Gather + R Reveal	Read the complete anchor; reveal the decision chain, four writing jobs, and a near-miss genre model.
Day 2	Flexible	A Attempt	Conduct Genre Court; defend a genre, test a plausible alternate, and select a planning tool.
Day 3	Flexible	D Discuss + U Use	Discuss evidence behind verdicts; independently plan, draft, revise, and edit the culminating narrative.
Day 4	Flexible	A Award + T Target	Award evidence from the full process and select a precise target for greater independence.
Day 5	Flexible	E Educate and Explain to Others	Conduct the Genre Expert Fair; teach the decision and explain a changed-purpose genre choice.

43. Tiny Times Transition

Use Purpose Signal Freeze for a zero-material transition of less than one minute. Vary the writing job across the week.

- Give the signal and read a brief writing job, such as telling about finding something strange.
- Have students show a trail gesture for narrative, open-book hands for informative, thumbs-to-heart for opinion, or an envelope gesture for correspondence.
- Have partners whisper a genre justification using purpose evidence.
- Call two or three jobs, then return students quietly to the next task.

Citizenship & Content Connection

44. The Citizenship Connection

Use the anchor's discussion and voting process to connect literacy decisions with respectful participation in a community.

Element	This Module
Suitability	A natural fit: Beth's class weighs several solutions before a group decision.
Focus	Listening respectfully, considering information, and weighing the needs of the group.
Historical / Content Connection	In line [85], Mrs. Green explains that some citizens in Athens, a city in ancient Greece, discussed questions and voted; those ideas influenced later democratic governments.
Perspective Connection	Beth considers movement, friendship, inclusion, and learning time before making a choice.
Literacy-to-Citizenship Connection	Writers and community members use purpose, audience, information, and reasons to make thoughtful decisions.
Citizenship Question	Invite students to explain how listening to another perspective can change a decision.
Teacher Script	<i>"You can listen carefully even when you disagree. When you consider several perspectives, you may discover another reasonable solution."</i>
Accuracy / Source Note	Keep the historical connection tied to the passage's wording about some citizens. The class vote result is not given; assess the decision process.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

The Writing Job: Topic, Purpose, Audience

Topic	Purpose	Audience
Content: what the writing is about.	Job: what the writing must do.	Receiver: who will read the writing.

One Anchor, Four Possible Jobs

Genre	Purpose	Application
Narrative / Informative	Develop an experience / Explain a process	Narrative lets readers experience Beth's change; informative writing teaches the steps before voting.
Opinion / Correspondence	Support a viewpoint / Address a specific reader	Opinion supports a recess solution; correspondence proposes a change to the principal.

TRAILS Narrative Development

Letter	TRAILS Characteristic	What It Develops
T	Topic or Experience	Beth's changing understanding of the recess decision.
R	Relationship	Beth, Lily, Ava, Max, and Mrs. Green influence the experience.
A	Actions/Thoughts/Dialogue	Develop what Beth does, thinks, and says.
I	Important Moment	Slow the moment at the ballot when Beth considers several solutions.
L	Lesson or Lasting Effect	Show the lasting understanding.
S	Setting	Orient readers with playground and classroom details.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As you read, use DOT: Dot an unfamiliar word, Discover its meaning, and Drop the dot when you know it. Before writing, name your topic, purpose, and audience, then choose the genre and planning tool that fit."

CLASS SLIDE

Display the reminder: Dot the word. Discover the meaning. Drop the dot.

Teacher Encouragement: "You can notice a new word, discover its meaning, and return to your writing job. Your tools help you make independent decisions."

CREATE THE ANCHOR CHART

Build the complete writer decision chain: READ THE TASK → NAME TOPIC → NAME PURPOSE → NAME AUDIENCE → SELECT GENRE → CHOOSE PLAN → DRAFT → REVISE → EDIT → EXPLAIN. Keep the four-genre ecosystem and all six TRAILS elements available.

47. Student Source Passage(s)

Source: complete "The Recess Question" anchor from LP_M4.txt. Read both continuous portions before the independent synthesis task. (Stamina: Very High)

"The Recess Question", lines [1]-[59] (Stamina: Very High)

- [1] The bell rang.
- [2] "Recess!" Beth shouted.
- [3] Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.
- [4] The sun felt warm on Beth's face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another.
- [5] "Push me higher!"
- [6] "Catch me!"
- [7] "Race you to the slide!"
- [8] Beth smiled. Recess was one of her favorite parts of the school day.
- [9] She ran toward the jump ropes where her friend Ava was waiting.
- [10] "Want to jump?" Ava asked.
- [11] "Of course!" Beth said.
- [12] Ava and Beth began turning the rope together.
- [13] "Ready?" Ava called.
- [14] Their friend Max jumped into the middle.
- [15] "One, two, three, four!"
- [16] Max jumped higher each time the rope came around.
- [17] Then Beth noticed someone sitting alone near the fence.
- [18] It was Lily. She had joined their class only a few days earlier.
- [19] Beth stopped turning the rope.
- [20] "What's wrong?" Ava asked.
- [21] "I think Lily might need someone to play with," Beth said.
- [22] Beth walked over to her.
- [23] "Do you want to jump rope with us?" Beth asked.
- [24] Lily looked surprised.
- [25] "Really?"
- [26] "Really," Beth said.
- [27] Soon Lily was jumping while Beth and Ava turned the rope.
- [28] Lily missed the rope on her first try.
- [29] Then she missed again.
- [30] On the third try, she made it over.
- [31] Everyone cheered.
- [32] "I did it!" Lily yelled.
- [33] Beth laughed.
- [34] For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices.
- [35] Then the whistle blew.
- [36] Recess was over.
- [37] "Awww!" several children groaned.
- [38] As the class lined up, Max said, "Recess always feels too short."
- [39] "I think we should have a longer recess," Ava said.

[40] Beth nodded. "Me too."

[41] Their teacher, Mrs. Green, heard them.

[42] "Why do you think recess should be longer?" she asked.

[43] "Because we get to move," Max said. "We sit a lot in class."

[44] "And we get to play with our friends," Ava added.

[45] Beth looked at Lily.

[46] "Sometimes recess gives us time to get to know someone new," she said.

[47] Mrs. Green smiled.

[48] "Those are thoughtful reasons," she said. "Recess can give children time to move, play games, talk with friends, and take a break from classroom work."

[49] Max grinned.

[50] "So can we have recess all afternoon?"

[51] Mrs. Green laughed.

[52] "Not quite."

[53] "Why not?" Max asked.

[54] "Because a school community has many needs," Mrs. Green explained. "We need time to read, write, learn mathematics, study science and social studies, and do many other important things."

[55] "So longer recess might mean less time for something else?" Beth asked.

[56] "That could happen," Mrs. Green said.

[57] Beth thought about that as they walked back to the classroom.

[58] She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them.

[59] But now there was more to think about.

"The Recess Question", continued, lines [60]-[116] (Stamina: Very High)

[60] When everyone was seated, Mrs. Green wrote a question on the board:

[61] Should our recess be longer?

[62] "People in a community do not always agree," she explained. "Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully."

[63] Mrs. Green drew three columns on the board.

[64] Longer Recess

[65] Keep Recess the Same

[66] Another Solution

[67] "We are not going to vote yet," she said.

[68] Max raised his hand. "Why not?"

[69] "Because a good decision should not be based only on what we want," Mrs. Green replied. "First, we need information. We should consider the advantages and disadvantages of each choice."

[70] The class began making a list.

[71] Under Longer Recess, they wrote:

[72] - more time for physical activity

[73] - more time with friends

[74] - more opportunities to include someone new

[75] - a longer break from sitting and working

[76] - Under Keep Recess the Same, they wrote:

[77] - enough time for all school subjects

[78] - more classroom learning time

[79] - time for other activities during the school day

[80] Then Lily raised her hand.

[81] “What if we could have another short movement break instead of making recess a lot longer?”

[82] Mrs. Green smiled. “That is exactly why we have a third column.”

[83] Beth liked Lily’s idea.

[84] Mrs. Green added it to Another Solution.

[85] “People have been making group decisions for a very long time,” Mrs. Green continued. “Thousands of years ago, some citizens in Athens, a city in ancient Greece, gathered to discuss important questions and vote. Their ideas about citizens participating in decisions helped influence democratic governments that came much later.”

[86] “So voting is really old?” Max asked.

[87] “The idea certainly is,” Mrs. Green said. “Today, voting is still one way groups make decisions.”

[88] Ava looked at the board.

[89] “Can we vote now?”

[90] “Almost,” Mrs. Green said. “First, everyone gets a chance to explain a point of view. You may disagree with someone, but you must listen respectfully.”

[91] Beth listened as her classmates spoke.

[92] Max still wanted longer recess.

[93] Ava agreed with him.

[94] One student thought recess should stay exactly the same.

[95] Lily explained her idea for an extra movement break.

[96] No one shouted. No one laughed at another person’s answer. They asked questions and listened.

[97] Finally, Mrs. Green handed each student a small paper ballot.

[98] “Now you have heard several perspectives,” she said. “Choose the solution you believe would work best for our class.”

[99] Beth looked at the three choices.

[100] At first, she had been certain that longer recess was the only good answer.

[101] Now she was not so sure.

[102] She thought about running and jumping.

[103] She thought about Lily’s smile.

[104] She thought about all the things they needed to learn during the school day.

[105] Then Beth made her choice.

[106] One by one, the students placed their ballots in a box.

[107] Mrs. Green did not announce the result immediately.

[108] “Whatever the class decides,” she said, “the most important thing is what we just practiced.”

[109] “What was that?” Max asked.

[110] “We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.”

[111] Beth looked out the window at the empty playground.

[112] The swings moved gently in the wind.

[113] Recess had started as something simple.

[114] Now it had become a question about choices, communities, and how people make decisions together.

[115] Beth smiled.

[116] She had a lot to think about.

48. Student Annotation Guide

Have students identify the six TRACKS evidence categories across the complete anchor. **3.7E**

The Recess Question: Playground and Perspectives

TRACKS	Evidence
T Time	[18] Lily joined the class a few days earlier.
R Reactions	[8] Beth smiled; [31] everyone cheered.
A Actions	[9] Beth ran toward the jump ropes; [22] she walked over to Lily.
C Character/Concept/Creature	Beth, Ava, Max, Lily, and Mrs. Green.
K Key Knowledge	[54]-[56] A school community has many needs; more recess can reduce time for something else.
S Scenery/Setting	[4] Warm sun, wind, and bouncing basketballs on the playground.

The Recess Question: Deliberation and Decision

TRACKS	Evidence
T Time	[85]-[87] Ancient Greece and the long history of group decision making.
R Reactions	[100]-[105] Beth moves from certainty to considering several choices.
A Actions	[63] Three columns; [97] paper ballots; [106] ballots placed in a box.
C Character/Concept/Creature	Beth, Mrs. Green, Lily, and citizens.
K Key Knowledge	[62], [69], [90], [110] Information, reasons, listening, and respectful decisions.
S Scenery/Setting	[111]-[112] Empty playground and swings moving gently in the wind.

49. TRACKS Evidence Highlighting

Before drafting, have students TAP the TRACKS to collect the experiences, explanations, and viewpoints the source supports. **3.7E**

Use the same six categories and color names throughout instruction. The black-and-white table preserves the highlighting key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Teacher use: have students annotate their passage copies. Use the two evidence tables to check accuracy without supplying all decisions in advance.

50. Five-Day GRADUATE Lesson

Use each day's purpose, standards, model, student task, check, and access support to observe growing independence. Allow sustained time for the complete anchor and developed narrative.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: return to the complete anchor and reveal the full decision chain, four writing jobs, and a near-miss genre choice.

Standard	Focus
TEKS	[3.11A(i)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; [3.12A(i)] compose literary texts, including personal narratives, using genre characteristics
ELPS	4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER ■ TEACH

CLASS SLIDE

Display M4-01, Module Launch: PREPARE Module 4; Week 4; Very High Stamina; independent decisions, planning, drafting, revision, editing, and teach-back.

TEACHER SCRIPT

"This week I will not tell you the genre first. I will give you the writing job. Your job is to prove which genre belongs there."

CLASS SLIDE

Display M4-02, Reading Purpose: have students read the complete anchor and collect evidence a single source offers for different responses.

Have students use DOT for unfamiliar words and TRACKS to gather experiences, explanations, viewpoints, and audience-specific communication. **[3.7E]**

CLASS SLIDE

Display the target: students prove which genre best accomplishes the writing job.

REVEAL ■ TEACH

CLASS SLIDE

Display M4-04, The Complete Writer Decision Chain: READ THE TASK → NAME TOPIC → NAME PURPOSE → NAME AUDIENCE → SELECT GENRE → CHOOSE PLAN → DRAFT → REVISE → EDIT → EXPLAIN.

CLASS SLIDE

Display the near-miss task: Explain the steps the class uses before voting.

TEACHER SCRIPT

"You could tell Beth's experience, but that would not directly teach the steps before voting. You need informative writing when your purpose is to explain a process."

Model four jobs from the same source: develop Beth’s experience; explain the class process; support a recess solution; propose a change to a school leader.

Modeled Near-Miss (Teacher Think-Aloud)

CLASS SLIDE

Display the model verdict: informative writing fits because the purpose is to explain a process.

Think aloud about the near-miss: a narrative can mention voting, but informative writing more directly explains the steps. Match the genre to purpose and audience.

Narrative: lets readers experience Beth’s changing thinking through actions, thoughts, relationships, and an important moment.

Informative: teaches how the class considers information, listens to perspectives, and votes.

Connect the Genre Decision to TRAILS

CLASS SLIDE

Display all six TRAILS characteristics: Topic or Experience; Relationship; Actions/Thoughts/Dialogue; Important Moment; Lesson or Lasting Effect; Setting.

CLASS SLIDE

Display T, R, A: Topic or Experience; Relationship; Actions/Thoughts/Dialogue.

CLASS SLIDE

Display I, L, S: Important Moment; Lesson or Lasting Effect; Setting.

Point to all six TRAILS characteristics. The genre decision comes first; craft develops the chosen genre. Close with a no-notes partner chain: topic → purpose → audience → genre → plan. **[3.12A]**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Use Fist to Five to check confidence in matching genre to topic, purpose, and audience. Follow with an explanation of one choice.

Misconception / teacher move: if students assume a narrative source requires a narrative response, contrast two purposes for the same topic.

Access: read the intact task aloud and allow rehearsal. **Product:** annotated anchor, oral decision chain, and purpose-based genre explanations.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: use Genre Court to defend the strongest genre and test a plausible alternate.

Standard	Focus
TEKS	[3.11A(i)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

ATTEMPT ○ LEARN

CLASS SLIDE

Display M4-05, Genre Court: advocates defend and test genres; the judge uses exact purpose and audience evidence.

CLASS SLIDE

Display Case 1: develop Lily’s experience from new student at recess to contributing a possible solution; audience: a school story collection.

Assign Task Reader, Genre Advocate, Alternate Advocate, and Evidence Judge. Rotate after each case. Require purpose and audience evidence for every verdict.

GAME MATERIALS

Prepare the complete anchor, five task cards, role cards, decision record, and planning choices.

Genre Court Routine and Cases (Teacher Reference)

Step	Action	Check
1	Assign Task Reader, Genre Advocate, Alternate Advocate, and Evidence Judge.	Rotate roles after every case.
2	Read the whole task and identify topic, purpose, and audience.	Require purpose and audience evidence.
3	Case 1: Develop Lily’s experience from new student at recess to contributing a solution; audience: school story collection readers.	Narrative: develop an experience.
4	Have the Genre Advocate defend the strongest genre.	Evidence, not preference.
5	Have the Alternate Advocate test another plausible genre.	Explain why it is less direct for this job.
6	Have the Evidence Judge state a verdict.	Match the exact purpose and audience.
7	Case 2: Explain the class’s respectful decision process for a younger class.	Informative: teach a process.
8	Case 3: Support a solution balancing movement and learning time for classmates and teacher.	Opinion/Argument: support a viewpoint.
9	Case 4: Propose a respectful change to the principal.	Correspondence: communicate directly.
10	Case 5: Develop Beth’s internal change for third-grade readers.	Narrative: experience changing thinking.
11	Have the judge name and justify a planning tool after each verdict.	Accept brainstorming, freewriting, or mapping with sound reasoning.
12	Rotate roles and record the next verdict.	Every student practices advocacy, testing, and judging.

Teacher guidance: use all five cases. After every verdict, invite the judge to name a planning tool; different tools are acceptable when justified.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Listen for purpose and audience evidence. Ask the judge to explain why the chosen genre does this job more effectively than the alternate.

Misconception / teacher move: when preference replaces evidence, return to the task’s purpose verb and audience.

Access: use the five-box strip and oral rehearsal without choosing the genre. **Product:** Genre Court records. Close by explaining that the next task requires independent decisions.

Day Purpose: discuss what made verdicts strong, then independently complete the PREPARE evidence set.

Standard	Focus
TEKS	3.12A(i) narrative characteristics; 3.12A(ii) narrative craft; 3.11C(i) revise drafts to improve sentence structure by adding ideas; 3.11D(i) complete simple sentences and subject-verb agreement; 3.11D(iii) singular and common nouns; 3.11D(xi) high-frequency spelling
ELPS	4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

DISCUSS ○ LEARN

CLASS SLIDE

Display M4-06, Discuss What Made the Verdict Strong: compare topic, purpose verb, audience, and expected product.

TEACHER SCRIPT

"What evidence in the purpose and audience helped you defend your genre in Genre Court?"

Expected thinking: purpose usually carries the greatest weight; audience and expected product refine the choice.

TEACHER SCRIPT

"You need evidence for your genre justification. Your preference for stories is not enough. Explain how narrative lets your readers follow Beth's thinking and important moment."

CLASS SLIDE

Display the distinction: a strong justification gives evidence; a preference alone does not explain fit.

PERSONAL CONNECTION QUESTION (DISCUSS) [3.7A](#)

Invite a personal connection to changing a decision after listening to another perspective. Return to Beth's experience. [3.7A](#)

Have students compare the narrative and informative jobs. Discuss which purpose and audience evidence supports each choice. [3.7G](#)

USE (Independent PREPARE Evidence Set) ✓ ASSESS

CLASS SLIDE

Display M4-07, Culminating Independent Use: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

Step 1: have students record topic, purpose, audience, genre, justification, and chosen planning strategy. [3.11A](#)

Step 2: have students independently select brainstorming, freewriting, or mapping and preserve the planning artifact.

Step 3: have students draft with all six TRAILS characteristics, a logical sequence, and sentence variety. Slow Beth's important moment at the ballot. [3.12A](#)

Step 4: have students add a useful idea and check complete simple sentences, subject-verb agreement, singular/common nouns, and high-frequency spelling. **3.11C** **3.11D(i)** **3.11D(iii)** **3.11D(xi)**

CLASS SLIDE

Display the requirement to choose and justify the genre and planning strategy before drafting.

Independent Narrative and Process Check

Expected decision record: topic: Beth's changing understanding; purpose: develop an experience showing how listening affects her thinking; audience: third-grade readers; genre: narrative; justification: readers experience her actions, thoughts, relationships, important moment, and lasting understanding.

WRITING REQUIREMENT **3.7F**

Have students use newly acquired vocabulary accurately in the decision record and narrative. **3.7F**

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Collect the complete evidence set. Check the genre justification separately from TRAILS craft, revision, and editing.

Independence rule: during the first five minutes, answer procedural questions only. Do not select the planning strategy or supply narrative details.

Access and product: keep tools available while students make decisions. Group the decision record, plan, draft, revision, and editing check as one PREPARE evidence set.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: award evidence from the complete process and target the next level of independence.

Standard	Focus
TEKS	3.11C(i) revise drafts to improve sentence structure by adding ideas
ELPS	4(E)(ii) write formal or informal text using grammatical structures

AWARD ✓ **ASSESS**

CLASS SLIDE

Display M4-09, Award the Complete Process: genre decision, planning choice, TRAILS craft, revision growth, editing accuracy, independence.

TEACHER SCRIPT

"You can award your decisions, planning, craft, revision, editing, and independence. Point to the work that proves your strength."

CLASS SLIDE

Display the Award frame for oral rehearsal: "I award myself for ____ because this evidence shows ____."

Have students place one sticky note on the decision record, one on the plan, and two on the draft. Have them select their two strongest pieces of evidence.

TARGET ✓ **ASSESS**

CLASS SLIDE

Display M4-10, Target the Next Level: have students identify the specific stage needing greater independence.

Have students choose a precise target: reading purpose, identifying audience, selecting genre, planning, craft, revision, or editing.

CLASS SLIDE

Display the reflection frame: "The part of PREPARE I can now do independently is _____. The part I will deliberately practice next is _____ because _____."

Embedded check: require a target specific enough that another teacher could identify the needed support. Have students add one useful idea and explain its effect.

SMALL-GROUP SUPPORT: INDEPENDENT DECISIONS

For small-group support, use a five-box decision strip, TRAILS starters without content, and one sentence at a time for revision and editing.

Access and product: rehearse the evidence statement orally. Collect the Award, Target, and reflection naming an independent strength and a deliberate next practice.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: conduct the Genre Expert Fair to teach the complete process and transfer genre reasoning.

Standard	Focus
TEKS	3.12A(i) compose literary texts, including personal narratives, using genre characteristics
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

EXPLAIN ✓ ASSESS 3.7G

CLASS SLIDE

Display M4-11, Genre Expert Fair: have students teach the complete chain using their evidence sets.

EDUCATE

TEACHER SCRIPT

"Teach your complete decision chain using your own evidence set. Show your partner what you wrote and explain why this genre was the right tool for your writing job."

CLASS SLIDE

Display the listener feedback: "I can tell your genre fits because _____." Ask listeners to identify one decision needing further explanation.

Partners display the task and identify topic, purpose, and audience; defend the genre; show and justify the planning artifact; read a narrative section and identify its TRAILS feature; explain the revision addition; and name an editing convention checked.

Transfer: Change the Purpose 3.11A

CLASS SLIDE

Display the transfer task: Explain which genre would fit a task that teaches the class's decision-making process to a younger class, and justify the change.

Have students independently explain which genre would fit if the purpose changed from developing an experience to explaining the class's decision-making process. Use section 57 to record this transfer.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for informative writing, a process-teaching purpose, and a younger audience. Distinguish genre knowledge from narrative craft.

Access: allow the student's own evidence set and oral rehearsal. Each student supplies the genre reasoning and the changed-purpose explanation.

CLASS SLIDE

For enrichment, have students keep the anchor and topic, change purpose and audience, plan the alternate response, and write only its opening.

CLASS SLIDE

Have students complete My Progress Tracker using evidence from their own independent work.

Return to the Citizenship Connection

Invite students to explain how listening respectfully can reveal more than one reasonable solution to a community problem.

Return to the Overarching Question

Have students compare Monday's first thinking with Friday's final thinking. Collect the teach-back, listener feedback, exit ticket, and progress reflection.

CLOSING ENCOURAGEMENT

"You proved that you can prepare to write on your own. You can choose tools, develop an experience, revise and edit, and teach the reasons for your decisions."

Student Exemplars

Exemplar prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

51. Low / Developing Exemplar

Field	Detail
Student response	"Beth wanted longer recess. The class talked and voted. Beth learned there can be more than one answer."
What the student did successfully	Names the topic and the lasting idea.
What is missing	Setting, thought or dialogue, and a developed important moment.
Why it falls at this level	Summarizes events rather than letting the reader experience Beth's change; independent craft is not yet visible.
Exact next instructional step	Have the writer add a setting and thought, then slow the moment when Beth's thinking changes.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"At recess, Beth was sure recess should be longer. Back in class, Mrs. Green made three columns and the class listed advantages and disadvantages. Lily suggested a movement break. Beth thought about it and voted. She realized a problem can have more than one solution."
What the student did successfully	Includes the decision process, Lily's idea, and Beth's realization.
What is missing	The important moment is brief, and the ending tells the idea instead of showing it.
Why it falls at this level	The experience develops, but "She realized" moves too quickly through the change.
Exact next instructional step	Have the writer slow Beth's thoughts at the ballot and show what stays with her.

53. High / Secure Exemplar

Part	Example
Writing job	Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.
Genre and purpose	Narrative: let third-grade readers experience Beth's change.
Secure student response	"When the whistle ended recess, Beth was certain: recess should be longer. She had felt the wind, laughed with Ava and Max, and watched Lily land her first jump. But back in class, Mrs. Green drew three columns and asked the class to weigh advantages and disadvantages before voting. Beth's certainty wobbled. "Longer recess might mean less time for something else," she admitted to herself. Then Lily raised her hand and offered a third path: a short movement break. When Mrs. Green handed out the ballots, Beth held her pencil above the three choices for a long moment. She thought about running and jumping, about Lily's smile, and about everything the class needed to learn. For the first time, Beth understood that a community problem does not always have a single right answer; sometimes the best

	decision comes from listening, weighing, and choosing together. She made her mark, dropped her ballot in the box, and looked out at the quiet playground with a lot to think about."
Why it works	Setting, relationships, action, thought, dialogue, the developed ballot moment, and lasting understanding create an experience. Evaluate independent selection and planning from the accompanying evidence set.

Additional Secure Exemplars: Genre Justification and Transfer

Type	Purpose	Secure Reasoning	Why It Works
Narrative justification	Develop an experience	The purpose is to develop Beth's changing experience for third-grade readers, so narrative lets the audience follow her thinking and important moment.	Purpose and audience support the selected genre.
Alternate-purpose transfer	Explain a process	Informative writing fits a younger class learning how the group gathered information, listened to perspectives, and voted.	A changed purpose changes the genre even when the topic stays the same.

Secure Response: Important Moment and Lasting Effect

Response Part	Text from the Secure Model	Why It Works
Important moment	Beth held her pencil above the three choices and thought about movement, Lily, and learning.	Slows the decision and develops the internal change.
Lasting effect	Beth looks at the quiet playground with a new understanding of choosing together.	Connects the ending to a meaningful realization.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate final understanding: students independently name topic, purpose, and audience; select and justify a genre; choose and justify a planning strategy; draft a narrative with all six TRAILS characteristics; add a useful idea; edit; and teach the decision. Accept different planning tools when reasoning is sound. Separate choosing the right tool [3.11A] from using the tool well [3.12A].

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	The complete anchor supports several purposes and audiences. [3.11A]
T2	Day 1 Reveal	■ TEACH	Four writing jobs and the near-miss demonstrate purpose-based genre selection. [3.11A]
L3	Day 2 Attempt	○ LEARN	Genre Court records show evidence-based verdicts and planning choices. [3.11A]
L4	Day 3 Discuss	○ LEARN	Students explain why purpose and audience evidence strengthen the verdict. [3.7G]
A5	Day 3 Use	✓ ASSESS	The independent evidence set shows decision, plan, narrative craft, revision, and editing. [3.11A] [3.12A] [3.11C]
A6	Day 4 Award	✓ ASSESS	Students identify two strengths using specific work evidence.
A7	Day 4 Target	✓ ASSESS	Students identify a precise process target and improve a sentence or idea. [3.11C]
A8	Day 5 Explain	✓ ASSESS	Students teach the complete decision chain with their own evidence set.
A9	Day 5 Transfer	✓ ASSESS	Students explain why a process-teaching purpose calls for informative writing. [3.11A]

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students independently complete the prepare-to-write process and justify their choices.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Complete anchor; Genre Court or Genre Pitch cards; decision record; planning pages; TRAILS planner; revision/editing checklist.
Related TEKS Breakout	[3.11A(i)] genre selection and planning; [3.12A(i)] narrative characteristics; [3.12A(ii)] craft.
Task	Students complete Genre Court, then independently produce the full PREPARE evidence set and teach the decision.
Expected Response	Students justify the genre with purpose and audience evidence, select a planning tool, develop the important moment, revise, edit, and explain.

Informal assessment: listen during Genre Court and Genre Pitch practice for evidence-based justifications and explanations of a changed-purpose genre. Use Fist to Five, TRAILS detail sorting, and a one-sentence justification.

Formative assessment: evaluate the Day 3 decision record, planning artifact, narrative, revision addition, and editing check. Diagnose genre reasoning and craft separately.

Exit ticket: use section 57 after the Genre Expert Fair to record narrative selection, purpose/audience justification, planning choice, and informative transfer. Use the full evidence set to assess actual craft.

Assessment Prompt Bank (Teacher Reference)

Writing Job	Purpose	Expected Genre and Reasoning
Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.	Develop an experience	Narrative: readers experience Beth's change through TRAILS.
Explain how the class reaches a respectful decision for a younger class.	Teach a process	Informative: explain gathering information, listening, comparing solutions, and voting.
Support the best recess solution for classmates and teacher; or propose a change directly to the principal.	Support a viewpoint / communicate directly	Opinion/Argument for the supported viewpoint; correspondence for the principal-directed proposal.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **[3.11A]; [3.12A]** | **Teacher target:** check independent genre selection and transfer.

Administration: provide the full anchor and read the task aloud if needed. Have students answer independently, using their own decision record as evidence.

Task to present: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

1. Selected response. Have students select the genre that develops Beth's experience: []
NARRATIVE [] INFORMATIVE (2 points)

2. Constructed response. Have students justify the selected genre using both purpose and audience evidence. (4 points)

3. Planning decision. Have students name a planning strategy and explain why it helps this writing job. (2 points)

4. Transfer / application. Have students name and justify the genre for explaining the class's decision-making process to a younger class: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Narrative. Award 2 for the correct selection; 0 otherwise.	The task develops an experience.	2	[3.11A]
2	Secure example: Narrative lets third-grade readers experience Beth's changing thinking through actions, thoughts, and the important moment. Award 4 for accurate genre, purpose, audience, and connection; 3 for clear reasoning with one element weak; 2 for relevant but partial reasoning; 1 for preference or topic alone; 0 for no relevant response.	Justification uses purpose and audience evidence.	4	[3.11A]; [3.12A]
3	Accept brainstorming, freewriting, or mapping. Award 1 for a strategy and 1 for a relevant explanation of its usefulness.	The student chooses and justifies a planning route.	2	[3.11A]
4	Informative writing because the younger class needs an explanation of the steps.	A new purpose changes the response genre.	2	[3.11A]

	Award 1 for genre and 1 for purpose/ audience reasoning.			
--	---	--	--	--

59. Scoring Principle

Score genre selection and craft separately. Use the exit ticket for decisions and transfer; use the narrative and full evidence set for craft, revision, and editing. Minor spelling or handwriting errors do not remove genre-reasoning points when meaning remains clear. Record editing accuracy in its own criterion.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Offer the alternate-purpose companion enrichment.
7-8	70-89%	Developing	Confer on the missing purpose, audience, or planning justification.
5-6	50-69%	Emerging	Use the five-box decision strip and oral rehearsal.
0-4	Below 50%	Beginning	Reteach topic, purpose, and audience before genre choice; keep the writing job intact.

61. Recommended Gradebook Label

Gradebook label: G3 PREPARE M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A planning and genre selection; 3.12A narrative characteristics and craft
Spiral TEKS	3.11C revision; 3.11D(i) sentences; 3.11D(iii) nouns; 3.11D(xi) spelling; 3.7F vocabulary
Purpose	Assess independent completion of the full prepare-to-write process.
Exact Student Prompt	Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.
Teacher Administration Directions	Have students record topic, purpose, audience, genre, justification, and planning strategy; preserve the plan; draft with TRAILS; add a useful idea; edit; and prepare to teach the decision.
Non-Negotiable Expectations	A visible independent plan; a developed narrative with all six TRAILS characteristics, logical sequence, purposeful thought/dialogue, and sentence variety; revision evidence; an editing check; an explanation of a changed-purpose genre.

WRITING REQUIREMENT **3.7F**

Have students use module vocabulary appropriately in the decision record, narrative, and teach-back.

3.7F

63. Student Planning Frame

Offer these planning prompts as access support. The student supplies every decision and narrative detail.

1. Have students record the topic, purpose, and audience.
2. Have students select a genre and justify it with evidence.
3. Have students choose brainstorming, freewriting, or mapping and explain why it helps.
4. Have students plan the topic or experience and relationships.
5. Have students plan actions, thoughts, and purposeful dialogue using anchor details. **3.7C**
6. Have students slow the important moment at the ballot.
7. Have students connect a lasting understanding to the ending and orient readers with setting details.

64. Writing Assignment Rubric

Use five criteria worth up to four points each, for 20 points total. Report genre decision and narrative craft separately so support addresses the actual need. Preserve the independent evidence set to substantiate the score.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Genre decision and justification [3.11A]	Accurate genre justified with clear purpose and audience evidence.	Accurate genre with one part of the reasoning thin.	Plausible choice with weak or partial evidence.	Choice based on preference or topic alone.
Planning strategy [3.11A]	Independent visible plan with a sound explanation of the chosen strategy.	Useful plan; explanation general.	Partial plan or substantial prompting.	No visible planning move.
Narrative characteristics and craft [3.12A]	All six TRAILS elements develop Beth's change; important moment and lasting effect are clear.	Experience develops; one element or the important moment needs depth.	Mostly lists events with limited development.	Topic named with little narrative development.
Revision [3.11C]	Useful addition improves sentence structure, clarity, or development; effect explained.	Relevant addition; improvement partly explained.	Small addition with limited effect.	No meaningful revision evidence.
Editing and vocabulary [3.11D(i)] [3.11D(iii)] [3.11D(xi)] [3.7F]	Checks complete sentences, agreement, nouns, and high-frequency spelling; uses vocabulary accurately.	Mostly accurate editing and vocabulary.	Several unchecked errors or vocabulary inaccuracies.	Editing evidence absent; errors obscure meaning.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure independent PREPARE writer	Create the alternate-purpose companion opening.
14-17	70-85%	Developing independence	Confer on the weakest process or craft criterion.
10-13	50-65%	Emerging independence	Use decision-strip or TRAILS support matched to the evidence.
Below 10	Below 50%	Beginning	Reteach the writing-job decision and one narrative move at a time.

66. Teacher Feedback Shortcuts

- Genre feedback: "You supported your genre with purpose and audience evidence when you explained ____."
- Planning feedback: "You chose ____ because it helped you _____. Show how your plan guided your draft."
- Craft target: "You have the events. Slow your important moment with a thought or purposeful dialogue."
- Revision target: "Add one useful idea and explain how it improves your sentence or experience."
- Editing feedback: "Check your complete sentences, subject-verb agreement, nouns, and high-frequency words."

- Transfer feedback: "Explain how your genre would change if your purpose were to teach the decision-making process."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support independent genre decisions, visible planning, and narrative development.
Group Size	Small group; match support to the decision or craft need.
Time	Brief, focused conference after Day 3.
Materials	Five-box decision strip with icons; oral frames; TRAILS starters; cover sheet; draft.
Relevant TEKS Breakout	3.11A planning; 3.12A narrative; 3.11C revision
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) purposeful writing with detail

Step 1: Name the Thinking. Reduce the decision record to TOPIC → PURPOSE → AUDIENCE → GENRE → PLAN. Have the student point and speak before writing.

CLASS SLIDE

Offer the oral frame: "The purpose is to ____, so ____ fits because ____."

TEACHER SCRIPT

"Point to your topic, purpose, and audience. Choose the genre that does this job and explain your reason. Then choose your planning tool. You will supply the details that develop your important moment."

Use one writing job at a time. Keep topic, purpose, and audience visible, and require the student to make the genre choice.

Step 2: Plan the Narrative. Offer TRAILS sentence starters without supplying content.

CLASS SLIDE

Display the TRAILS reminder: Topic or Experience; Relationship; Actions/Thoughts/Dialogue; Important Moment; Lesson or Lasting Effect; Setting.

Have the student name the important moment and choose details that develop Beth's changing thinking.

Step 3: Revise. Use a cover sheet to expose one sentence at a time. Have the writer add one useful idea and explain its effect.

Step 4: Edit and Explain. Check complete simple sentences, agreement, singular/common nouns, and high-frequency spelling one sentence at a time.

Teacher table: diagnose whether the difficulty is choosing the genre or using narrative craft. Reduce the scaffold as soon as the student resumes independent decisions.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to justify the genre with evidence.	Students cite purpose and audience.	Students give a preference for stories.	Ask what the task's purpose verb requires.
Ask which decision carries the most weight.	Students explain that purpose usually decides genre.	Students choose from topic alone.	Compare two jobs with the same topic and different purposes.
Ask students to complete the full decision chain independently.	Students move from task through decision, plan, draft, revision, editing, and explanation.	Students wait to be told the genre.	Reduce prompting and answer procedural questions only.
Ask students to identify the important moment.	Students point to developed thoughts or dialogue at Beth's decision.	A long list of events is treated as craft.	Use TRAILS starters without supplying content.

69. Student Support Quick Reference

If a student...	Support to Provide
Cannot justify the genre	Offer the purpose-to-genre oral frame.
Waits to be told the genre	Use the five-box decision strip and pointing before speech.
Writes volume with weak craft	Offer TRAILS starters and focus on the important moment.
Masters quickly	Assign the alternate-purpose companion.

Supporting materials: use the decision chain, four-genre ecosystem, five-box strip, planning choices, TRAILS chart, exemplar tables, and progress tracker.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Have students keep the passage and topic but change purpose and audience, plan a new genre, and compare its opening with the narrative.
Group Size	Pairs or small groups after independent mastery.
Materials	Complete anchor; finished narrative; planning paper; genre ecosystem chart.
Relevant TEKS Breakout	3.11A genre selection and planning; 3.12A narrative comparison; 3.7B compare the anchor and response sources
Relevant ELPS	4(D)(iii) connecting words; 4(F)(i) purposeful writing with detail

Part 1: Compare Writing Jobs. Have students keep the anchor and topic while selecting a different purpose and audience.

CLASS SLIDE

Display the alternate-purpose companion task: keep the topic; change purpose and audience; choose a genre; plan; draft only the opening; compare.

Have students explain precisely which purpose and audience changed and justify the new genre.

Part 2: Plan the Alternate. Require a visible planning artifact, then have students write only the opening.

Part 3: Compare and Explain. Have partners compare the alternate opening with the completed narrative and identify what changed because the job changed.

Expert reflection: listen for how the new opening serves the new purpose and audience while using the same source.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

Connection: have students apply the whole independent process: analyze the job, justify the genre, choose a planning strategy, draft with TRAILS, revise, and edit.

Planning Support

1. Have students record the topic, purpose, and audience.
2. Have students select a genre and justify it with evidence.
3. Have students choose brainstorming, freewriting, or mapping and explain why it helps.
4. Have students plan the topic or experience and relationships.
5. Have students plan actions, thoughts, and purposeful dialogue using anchor details. **[3.7C]**
6. Have students slow the important moment at the ballot.
7. Have students connect a lasting understanding to the ending and orient readers with setting details.

WRITING REQUIREMENT **[3.7F]**

Have students use module vocabulary appropriately in the decision record and narrative. **[3.7F]**

Drafting guidance: require the reader to experience Beth's recognition. Model opening for teacher reference: "When the whistle ended recess, Beth was certain: recess should be longer."

Success Criteria

- Check that the writer selected and justified the genre with evidence.
- Check that the writer selected and justified a planning strategy.
- Check that the important moment is developed and the ending shows lasting understanding.
- Check for all six TRAILS characteristics.
- Check for a useful revision addition and a completed editing sweep.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Have students read the narrative aloud and add an idea that improves sentence structure, clarity, or development. **[3.11C]**

Edit. Have students check complete simple sentences, subject-verb agreement, singular/common nouns, and high-frequency spelling. **[3.11D(i)] [3.11D(iii)] [3.11D(xi)]**

Share. Have students teach the complete decision chain and explain which genre would fit a purpose of explaining the decision-making process.

Teacher collection: keep the decision record, plan, draft, revision, and editing check together in the student's writing folder.

Engagement & Home Connection

73. Auditory Engagement Moments

Make the thinking audible through listening, rehearsal, justification, and teach-back.

- Read a writing job aloud and have students identify purpose before naming a genre.
- Have partners rehearse a purpose-and-audience justification before writing.
- During Genre Court, have advocates and judges explain evidence in complete sentences.
- Use no-notes recall of the writing job, intended audience, and best-fit genre.

74. Pause Points

Pause briefly before genre choice, during narrative development, and before completion so students monitor their own decisions.

PAUSE POINT: BEFORE WRITING

Have students name topic, purpose, and audience before choosing the genre. Prompt: "What does your writing need to do for your reader?"

PAUSE POINT: MIDWAY

Have students distinguish developing an experience from listing events. Prompt: "Where do you slow Beth's important moment with an action, thought, or dialogue?"

PAUSE POINT: BEFORE YOU FINISH

Have students check that an absent reader could picture the experience. Prompt: "Which detail makes your important moment clear, and what lasting effect does your ending show?"

75. At-Home Connection

Share these brief home conversations to strengthen the prepared-writer habit. Each takes only a few minutes and requires no special materials.

TEACHER INFORMATION: TASK CARD 1

Send the writing-job card first; it reinforces naming topic, purpose, and audience before genre.

Task Card 1: Name the Writing Job. Invite families to have the student name a daily-life topic, purpose, and audience, then justify narrative, informative, opinion, or correspondence. **[3.11A]** Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use the narrative card to practice developing an experience through TRAILS.

Task Card 2: Tell the Experience. Invite families to listen to a small-moment narrative with setting, actions, a thought or spoken line, and lasting meaning. **[3.12A]** Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Offer the same narrative demand with a word bank and oral frame when language support is needed.

Task Card 3: The TRAILS Frame. Share a word bank of Setting, Important Moment, and Lasting Effect. Invite families to have the student tell about finding something and identify those elements. Offer

the frame: "The setting is _____. The important moment is _____. The lasting effect is _____." **3.12A** Family
signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your own progress tracker. As you prepare, draft, revise, and teach, check how independently you can use each skill. Be honest with yourself. You are in charge of noticing your growth and choosing what to practice next."

Directions for the teacher: have students privately mark one response for each skill using their own evidence set. Discuss patterns without turning the tracker into a grade.

Skill the Student Can Demonstrate	Not Yet	Getting It	I've Got It!
Names topic, purpose, and audience from a writing job.			
Selects a genre using purpose and audience.			
Justifies the genre with evidence.			
Chooses and justifies a planning strategy.			
Drafts a narrative with all six TRAILS characteristics.			
Develops the important moment and lasting understanding.			
Adds a useful idea during revision.			
Edits the targeted sentence and word foundations.			
Teaches the decision chain and explains a changed-purpose genre.			

77. Student Award

Student Award: have the student identify a stage completed successfully and point to work that proves the strength.

78. Student Target

Student Target: have the student identify one process or craft step to practice deliberately and explain why it matters.

Connect the reflection directly to Thursday's evidence-based Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you proved that you can prepare to write on your own. You read the writing job, named the topic, purpose, and audience, chose and justified a genre, planned a route, drafted a narrative with craft, revised and edited it, and taught your decision to another writer. That is what a prepared, independent writer does."

80. Essential / Overarching Question, Answered

How does a prepared writer independently choose the right genre for a writing job, develop it well, and explain the decision to another writer?

A prepared writer reads the writing job closely, names the topic, purpose, and audience, selects the genre that can accomplish that job most effectively, chooses a planning strategy, drafts with the characteristics and craft of the genre, revises and edits the response, and can explain the reasoning to another writer.

81. Teacher Reflection

- Which students justify a genre with evidence rather than preference?
- Which students choose the genre well but need craft support, or show the reverse pattern?
- Which students independently choose and explain a planning strategy?
- Which students independently complete the whole decision chain?
- Which students are ready to carry PREPARE into Cluster 1 and beyond?
- Which decision records, drafts, and teach-backs best show the next instructional need?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows instruction, independent decisions, and narrative growth.

- Genre Court records and Genre Pitch notes.
- Independent PREPARE decision records with justifications.
- Full evidence sets: decision record, plan, draft, revision, and editing.
- Award/Target cards and reflection statements.
- The Module 4 My Progress Tracker.
- Genre Expert Fair feedback and exit tickets showing secure, developing, and emerging decisions.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the lesson plan's named M4 slide cues below. Supporting guide panels fill the remaining approved rows; use those panels for instruction without assigning unsupported deck identifiers.

Slide	Title	Required Content	Lesson Location
Cover	Choose, Justify, Draft, Revise, and Share	Grade 3; PREPARE Cluster; Module 4; Week 4; Very High Stamina	Cover
M4-01	Module Launch	I Will / I Can: choose, justify, plan, draft, revise, edit, and teach	Day 1
M4-02	Reading Purpose	Complete anchor; evidence for experiences, explanations, viewpoints, and communication	Day 1 Gather
M4-04	Complete Writer Decision Chain	READ THE TASK → NAME TOPIC → NAME PURPOSE → NAME AUDIENCE → SELECT GENRE → CHOOSE PLAN → DRAFT → REVISE → EDIT → EXPLAIN.	Day 1 Reveal
Guide panel	One Anchor, Four Possible Jobs	Narrative; informative; opinion/argument; correspondence	Day 1 Reveal
Guide panel	Model a Near-Miss	Explain the steps before voting: informative is the direct match	Day 1 Reveal
M4-05	Genre Court	Five cases; four roles; purpose and audience evidence; planning tool round	Day 2 Attempt
M4-06	Discuss What Made the Verdict Strong	Purpose verb, audience, expected product, and evidence	Day 3 Discuss
M4-07	Culminating Independent Use	Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.	Day 3 Use
Guide panel	Revision and Editing Sweep	Add a useful idea; check sentences, agreement, nouns, and spelling	Days 3-4
M4-09	Award the Complete Process	Decision, planning, craft, revision, editing, and independence evidence	Day 4 Award
M4-10	Target the Next Level	Identify one precise process target and deliberate practice	Day 4 Target
M4-11	Genre Expert Fair	Teach the complete chain using the student's evidence set	Day 5
Guide panel	Exit Ticket	Genre choice, purpose/audience evidence, planning, and changed-purpose transfer	Section 57
Guide panel	Intervention	Five-box strip; oral rehearsal; TRAILS starters; one sentence at a time	Section 67
Guide panel	Alternate-Purpose Companion	Same topic; new purpose and audience; plan and alternate opening	Section 70

Guide panel	Developing Exemplar	Event summary; setting, thought, and important moment need development	Section 51
Guide panel	Approaching Exemplar	Sequence and realization present; important moment too brief	Section 52
Guide panel	Secure Exemplar and Reflection	Developed ballot moment and lasting effect; evidence-based progress reflection	Sections 53 and 76

Teacher use: keep the complete anchor, decision chain, Genre Court cases, and PREPARE evidence set available. Use response-strand discussion and annotation within the lesson, and reserve independent decisions for the student.

84. Virtual / Online Adaptation

Keep the same decision-making and narrative demands for remote learners; adjust the way evidence is shared and collected.

Element	Adaptation
Shared-screen adaptation	Display the four writing jobs and the complete decision chain on screen.
Annotation	Have students annotate the anchor and identify topic, purpose, and audience in a shared document.
Breakout discussion	Use breakout groups for Genre Court and the Genre Expert Fair; post role and listener prompts.
Oral response	Have students orally justify the genre before typing; allow chat rehearsal with the same frame.
Asynchronous option	Have students submit an audio teach-back with their full PREPARE evidence set and alternate-purpose explanation.
LMS submission	Collect the decision record, plan, draft, revision, and editing check together in a shared folder or form.
Digital tracking	Keep quiet Pause Points and update My Progress Tracker digitally using work evidence.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Complete this reflection after teaching Module 4. Record what supported independent decisions, which craft moves need further instruction, and how pacing served Very High Stamina.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	