



THE WRITING ACADEMY®, LLC



Module 1

Paths Connect People

Grade 4 • Cluster 7

Tackling TEKS • Reading & Writing



4.12(A)(i) • 4.12(A)(ii) • 4.11(A)(i) • 4.11(B)(iv) • 4.11(C)(i) • 4.11(C)(ii) • 4.11(D)(i) • 4.11(D)(vii) •
4.11(D)(viii) • 4.11(D)(xxxv)



★ Meet Our Week!

Week 1 · Low Stamina · Cluster 7 (Narrative & Poetry)

★ Daily Deck

I Will...

- I will listen for what can travel besides an object.
- I will talk about my thinking, record my work, and explain how a poem differs from a narrative.
- I will keep the same idea when I move from a narrative to a poem.
- I will revise one sentence and one poetic line to make them clearer.

I Can...

- I can explain that ideas, stories, and traditions can travel between people and across generations.
- I can identify the lines and stanzas of a poem (LEAVES: Lines & Layout).
- I can name the experience and the setting of a narrative (TRAILS: Topic & Setting).
- I can write a short narrative and a short poem that show something less visible traveling.



Things Travel, Ideas Travel Too

Day 1 · Gather & Reveal

★ Daily Deck

Poems: “The Roads Between Us” and “What We Carry Forward”

poetry

What can travel from one person or place to another besides an object?

When I say a word, repeat it and add something that could travel with it.

Student reminder: Things travel. Ideas travel too.

★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

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

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

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

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



TRAILS and LEAVES

Day 1 · Reveal

★ Daily Deck

T·S

TRAILS

To transform one idea from this poem into a narrative, ask what experience will happen and where and when it will happen.

L·E

LEAVES

Poets choose where lines start, end, and group into stanzas. Poetry helps us experience an idea, not just receive information.

∞

CONNECTION & LEGACY

PLACE to PLACE =
CONNECTION. GENERATION to
GENERATION = LEGACY.

A poem is built from lines and stanzas (not paragraphs) and helps us experience an idea. A narrative develops an experience through a setting and a sequence of events.

Things travel. Ideas travel too.

★ Reveal: Both Poems

Day 1 · Reveal (cont.)

★ Daily Deck

The Roads Between Us

A river bends, a pathway turns,

A traveler watches, listens, learns.

A basket, story, song, or seed

Can travel far to meet a need.

Ask: *What traveled that we could not put on a scale or inside a box?*

Watch Me!

“What We Carry Forward” changes the direction of travel, from place to place to generation to generation.

“Look at the poem instead of only listening to its meaning. Do you see paragraphs? No, you see lines and stanzas.”

That is the L in LEAVES: Lines & Layout.



WHAT TRAVELS?

Day 2 · Attempt · Partner Game

★ Daily Deck

Poems: “The Roads Between Us” and “What We Carry Forward”

How to Play

- 1 Each pair receives three category mats: GOODS; IDEAS / CULTURE / KNOWLEDGE; BOTH CAN TRAVEL.
- 2 Every card must be placed into one category.
- 3 “Prove your placement.”
- 4 TRAILS Challenge: Where could this happen?
- 5 LEAVES Challenge: How could a poet show it?
- 6 Round 2: Partners select four cards and arrange: PERSON to ROUTE to WHAT TRAVELS to WHAT CHANGES.

With Your Partner...

Model

“‘Pottery’ goes under Goods because it is a physical object that can be carried and traded.”

Model

“‘Story’ goes under Ideas, Culture, and Knowledge because a story can travel from person to person even though it is not a physical object.”

Which card caused the greatest disagreement?

Could a book belong in more than one category?

A physical book travels, but what else travels inside it?

What did the game help us understand about the phrase ‘carry forward’?

★ Connection and Legacy

Day 3 · Discuss (cont.)

★ Daily Deck

**Routes connect places, but connections also move ideas,
knowledge, stories, and culture.**

**PLACE to PLACE
= CONNECTION**

**GENERATION to GENERATION
= LEGACY**

**Things travel.
Ideas travel too.**

What people learn may continue beyond one generation.

★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

PART 1

Source Understanding: Name one physical object that travels in *The Roads Between Us*. Name one nonphysical thing that travels.

PART 2

TRAILS Mini-Narrative: Imagine a fictional traveler carrying an object along a road, river, or waterway. Requirements: identify the experience, establish the setting, 8-10 sentences.

PART 3

LEAVES Mini-Poem: Turn the same idea into one four-line stanza. Keep the idea and change the form.

④

Choose one sentence from your narrative and one line from your poem. Improve sentence structure and word choice so each is clearer.

Students underline the experience (T) and circle the setting (S) in their mini-narrative.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Complete: “I award myself for _____. My evidence is _____.”

- I named something that travels without being held.
- I gave my narrative a clear experience and setting.
- I turned my idea into a four-line poem.
- I noticed lines and stanzas in a poem.

Target 🎯

“My target is _____. I became confused when _____. I am curious about _____.”

Curiosity Questions

A curiosity is not a mistake. A strong question is evidence that your brain is trying to connect something new.

How do connections between people carry ideas, knowledge, culture, and values across places and generations?

“One thing I learned about connection is ____.”

“One thing I learned about legacy is ____.”

“A poem communicates the idea by ____.”

Finish: “One thing I can carry forward is ____.”



Object or Idea? Build the Chain

Small-Group Support

★ Daily Deck

For students who need more support telling objects from ideas and building a connection.

Give students a small set of WHAT TRAVELS? cards (pottery, story, seed, song, book).

Sort each into “I can hold it” or “I cannot hold it,” then read the completed set aloud.

Build one connection chain together: PERSON to ROUTE to WHAT TRAVELS to WHAT CHANGES.

Orally rehearse one sentence.

“A _____ traveled along the _____, and _____ also traveled with it.”

Challenge students to connect their narrative to legacy.

Extend the TRAILS mini-narrative so the traveler passes what they learned to someone in a later generation.

Add a fifth line to the LEAVES mini-poem that shows the idea continuing beyond one person.

Explain how their piece shows both connection (place to place) AND legacy (generation to generation).

★ My Progress Tracker

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

I Can...	Not yet	Getting set	I can do it
Name something that travels without being held.	Not yet	Getting set	I can do it
Point to the lines and stanzas in a poem.	Not yet	Getting set	I can do it
Give my narrative a clear experience and setting.	Not yet	Getting set	I can do it
Turn my idea into a four-line poem.	Not yet	Getting set	I can do it
Explain connection and legacy.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ The Roads Between Us

“Neighbors meet and goods are shared,
And friendships grow because they cared.”

Let's Look at an Answer!

Prompt: Write a short TRAILS mini-narrative about a traveler who carries an object AND something that cannot be held. Show a clear experience (T) and setting (S).

LOW Level 1

“A man walked on a road. He had a bag. The end.”

What Is Working: The student names a traveler and a road.

Teacher Notes: There is no clear experience, little setting, and nothing less visible traveling.

What Needs Improvement: Add a clear experience, a setting a reader can picture, and something that travels without being held.

Let's Look at Another Answer!

Prompt: Write a short TRAILS mini-narrative about a traveler who carries an object AND something that cannot be held. Show a clear experience (T) and setting (S).

MEDIUM Level 2-3

“A girl paddled her canoe down the river. She carried baskets of food. She also sang a song her grandmother taught her. A boy on the bank heard it and smiled.”

What Is Working: A clear experience, a setting, an object (baskets), and something less visible (a song/tradition) traveling.

Teacher Notes: The setting and the traveling idea are present but could be developed with more sensory detail.

What Needs Improvement: Add one detail that shows where and when, and show what changes because the song traveled.

Our Strongest Answer!

Prompt: Write a short TRAILS mini-narrative about a traveler who carries an object AND something that cannot be held. Show a clear experience (T) and setting (S).

HIGH Level 4

“As the morning sun rose over the wide, slow river, Mateo loaded his canoe with baskets of dried corn. But he also carried something he could not pack: the trading song his father taught him. When he reached the next village, he traded the corn, and taught the song to a child who hummed it back. The song would travel farther than the corn ever could.”

What Is Working: A vivid setting (morning sun, wide river), a clear experience (a trading journey), an object (corn) AND something less visible (a song/tradition) that travels and changes someone.

Teacher Notes: The narrative shows TRAILS T and S clearly and captures the module’s big idea: ideas travel too.

★ **This is our target!**