



THE WRITING ACADEMY®, LLC



# Module 1

## The Writer's Job Comes First: Choosing a Response Genre

Grade 4 · Prepare



Tackling TEKS · Reading & Writing



4.11(A)(i) · 4.12(A)(i) · 4.12(A)(ii) · 4.11(C)(i) · 4.11(D)(i) · 4.11(D)(vii) · 4.11(D)(ix) · 4.11(D)(xxxv)

# ★ Meet Our Week!

★ Daily Deck

Week 1 · Low Stamina · Prepare (Getting Ready to Write, Genre Decisions)

## I Will...

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will identify the topic, purpose, and audience before I choose a genre.
- I will select a response genre and justify it with the writing job.
- I will develop an experience with TRAILS rather than list events.

## I Can...

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can name the topic, purpose, and audience for a writing job.
- I can tell the source's reading genre apart from my response genre.
- I can plan and draft a personal narrative using TRAILS.



# Prepared Writers Begin with a Decision

Day 1 · Gather & Reveal

★ Daily Deck

**Passages: “Dream” & “Serve”**

fiction · Low Stamina

**How does a writer move from a writing situation to a justified genre and an effective draft?**

TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job.

**Say the decision aloud before you draft.**

# ★ 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!**



# R: Reveal the PREPARE Decision

Day 1 · Reveal

★ Daily Deck

**1**

## TOPIC

Name the topic in a short phrase.

**2**

## PURPOSE

Name the purpose with a writing verb: narrate, explain, justify, request, reflect, investigate.

**3**

## AUDIENCE

Name the audience and what that audience needs.

Reveal the chain one arrow at a time and have students rehearse the words before writing.

Select the response genre that best accomplishes the job. Select a planning strategy: brainstorm, freewrite, map. For formal narrative work, use TRAILS to develop the experience.

# ★ Teacher Model

Day 1 · Reveal (cont.)

★ Daily Deck

## Teacher Model

**Dream** Write a personal narrative for classmates about a time another person's words caused you to see a responsibility differently.

**Serve** Explain the idea of service to a younger student using clear examples.

Say the decision aloud before you draft.

## Watch Me!

Topic = a true experience. Purpose = narrate and reflect. Audience = classmates. Genre = personal narrative.

Planning = freewrite to uncover thoughts, then TRAILS to shape the experience.

Topic = service. Purpose = explain. Audience = a younger student. Genre = informative. Planning = map the main idea and examples.

# ★ Genre Signal Sort

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “Dream” & “Serve”

## How to Play

- 1 Read the complete task card.
- 2 Name TOPIC, PURPOSE, and AUDIENCE.
- 3 Choose the response genre.
- 4 Choose or confirm the planning route.
- 5 Defend the decision before earning the point.

*Success Check: An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears.*

## With Your Partner...

### Task Card #1

Use “Dream” to write a true-to-life story about a young person who carries an important idea into school.

**best route**

### Narrative

A story job requires an experience, character actions and thoughts, an important moment, and a lasting effect.

## Source Genre versus Response Genre

“Dream” and “Serve” are both fiction.

Students select one game card, underline the purpose verb, box the audience.

Compare brainstorming, freewriting, and mapping.

Explain how the tool supports the thinking the task requires.

**Student Directions:** “The passage is \_\_\_\_, but the response should be \_\_\_\_ because the writing purpose is \_\_\_\_ for \_\_\_\_.”



# What Makes a Genre Choice Strong?

Day 3 · Discuss (cont.)

★ Daily Deck

## Source Genre versus Response Genre

**source genre versus  
response genre**

**purpose and audience  
evidence**

**a planning strategy  
that fits the task**

**A strong writer can use one source to accomplish several writing jobs.**

# ★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

## HEADER

Topic: \_\_\_\_\_ Purpose: \_\_\_\_\_ Audience: \_\_\_\_\_ Genre: Personal Narrative. Planning Strategy: Brainstorm / Freewrite / Map. Justification: This route fits because \_\_\_\_\_.

## TRAILS

T: Topic or Experience. R: Relationships. A: Actions, Thoughts, and Dialogue. I: Important Moment. L: Lesson or Lasting Effect. S: Setting. Name where and when the experience happens and the details that make the place real.

## CHECK

Choose two sentences from your draft and revise them to improve sentence structure. Then check one complete simple sentence for subject-verb agreement, check singular and common nouns in context, and correct high-frequency spelling.

**Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do.**

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Award 🏆

I award myself for \_\_\_ because my work shows \_\_\_.

- Genre Match Award: I selected a genre that clearly fits the purpose and audience.
- Audience Lens Award: I chose details, style, or register with my audience in mind.
- Planning Route Award: I selected a planning strategy that helped organize my thinking.
- TRAILS Builder Award: I developed a narrative experience rather than listing events.

## Target 🎯

“My next writing goal is to \_\_\_\_\_  
because \_\_\_\_\_.”

## Curiosity Questions

A decision I still need to practice is \_\_\_\_\_. I will know I improved when \_\_\_\_\_.

**How does a writer move from a writing situation to a justified genre and an effective draft?**

“My topic is \_\_\_\_\_. My purpose is \_\_\_\_\_. My audience is \_\_\_\_\_. My response genre is \_\_\_\_\_.”

**Finish: “Preparation makes my writing stronger because \_\_\_\_\_.”**

# ★ Support Quick Reference

Small-Group Support

★ Daily Deck

If a student chooses a genre with no reason, require the frame: “This route fits because the purpose is \_\_\_ for \_\_\_.”

*Copies the source’s genre: give a non-narrative writing job from the same passage*

*Lists events instead of an experience: use the TRAILS planner and model the important moment*

Ask what the writing job requires, not what the source is.

**Slow the decision: name topic, then purpose, then audience, then genre.**

# ★ Three Genres, One Idea

Enrichment · Write in your notebook

**Challenge:** Give one idea from “Dream” or “Serve” and require three different writing directions for three different genres.

**Explain exactly which word in the purpose or audience makes each genre appropriate.**

Write three different writing directions for three different genres.

Explain exactly which word in the purpose or audience makes each genre appropriate.

For one, write the first two sentences in the chosen genre and explain how the style or register changed to fit the audience.

# ★ 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 the topic, purpose, and audience for a writing job.      | Not yet | Getting set | I can do it |
| Choose a response genre and justify it.                       | Not yet | Getting set | I can do it |
| Tell the source's reading genre apart from my response genre. | Not yet | Getting set | I can do it |
| Plan a personal narrative with TRAILS.                        | Not yet | Getting set | I can do it |
| Revise one sentence for structure and edit conventions.       | Not yet | Getting set | I can do it |

# ★ Citizenship Connection

Good Citizens · Our Community & Country

## ★ From “Serve”

“Service begins whenever you notice someone who needs help and decide to do something.” “A better world begins when we ask, What can I give?”

# Let's Look at an Answer!

Prompt: Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

## LOW

"My friend told me to be nice. So I was nice. It was good. The end."

**What Is Working:** The student names a moment when someone's words mattered.

**Teacher Notes:** This lists events instead of developing an experience. There is no setting, no important moment shown, and no lasting effect explained.

**What Needs Improvement:** Use TRAILS to add a setting, the actions and thoughts of the moment, the exact moment the thinking changed, and what the writer carried away.

# Let's Look at Another Answer!

Prompt: Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

## MEDIUM

"In art class, I wanted to quit my drawing because it looked wrong. My partner said, 'Mistakes can become part of the picture.' I looked at my paper again. I turned the smudge into a shadow. I decided to keep going. Now I try again before I give up."

**What Is Working:** There is a setting, a line of dialogue, an important moment (deciding to keep going), and a lasting effect. The response develops an experience.

**Teacher Notes:** The narrative works, but some sentences are short and similar in structure, and the ending could show the lasting effect more vividly.

**What Needs Improvement:** Revise two sentences for varied structure, and end with a sentence that shows, rather than states, the lasting effect.

# Our Strongest Answer!

Prompt: Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

## HIGH

**"The gym was loud, but I felt alone at the free-throw line. My hands were shaking, and I almost walked away. Then my coach knelt beside me and said quietly, 'You don't have to be perfect, you just have to try.' Something shifted. I took a slow breath, bent my knees, and let the ball go. It rolled around the rim and dropped through. I did not score every time after that, but I stopped being afraid to try. Now, when a task feels too big, I hear my coach's words and take the first shot anyway."**

**What Is Working:** A vivid setting, precise actions and dialogue, a clear important moment ("Something shifted"), and a lasting effect shown through a new habit. Sentence structure is varied, and the writing is aimed at classmates who need to feel the moment.

**Teacher Notes:** The narrative develops an experience with craft rather than listing events, exactly what TRAILS and the personal-narrative genre ask for.

★ **This is our target!**