

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

PREPARE Cluster

Getting Ready: Choosing a Response Genre
Grade 4

- Module 1** The Writer's Job Comes First: Choosing a Response Genre
- Module 2** The Same Idea, Many Jobs: Purpose and Audience Change the Writing
- Module 3** Choose the Route and the Planning Strategy
- Module 4** Independent Genre Decision and Transfer

Overarching question: How does a prepared writer decide what kind of writing a task calls for, and begin with confidence?

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Teacher Lesson Plan Guide

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

Grade 4 | PREPARE Cluster | Module 1

Grade: 4

Cluster: PREPARE, choosing a response genre for a topic, purpose, and audience

Module: 1 of the cluster

Primary Instructional Category: Writing readiness and response-genre selection

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

Content Connection / Passage Titles: the fiction passages "Dream" and "Serve" (Week 1, Low Stamina)

Primary TEKS: [4.11\(A\)\(i\)](#) planning by selecting a genre for a particular topic, purpose, and audience; [4.12\(A\)\(i\)](#) and [4.12\(A\)\(ii\)](#) literary composition

Approximate Daily Instructional Time: 15 MINUTES per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from guessing a form to identifying the job their writing must do. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"A writing task becomes clearer when the writer identifies the job before choosing the form."

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve"

Connection to this week's type of thinking: name the topic, purpose, and audience, choose the response genre, and select a planning strategy that matches the job.

2. Why This Module Matters

Students learn the Genre Compass: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE. They discover that one source experience can support many different writing jobs, and that the writer chooses the response genre from the topic, purpose, and audience before drafting. Students also learn to separate a source passage's reading genre from the genre of the writing they are asked to create.

Where it fits into writing: the genre decision is the first move of a prepared writer. Personal narrative is introduced as the formal composition route, and TRAILS is used to develop an experience rather than a list of events.

Why it matters beyond this assignment: students carry a durable decision chain into every writing task: name the job, choose the form, and use the tools of that genre to plan and draft.

3. Module Essential / Overarching Question

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

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of the week's learning, a question they can ask at home, and one simple way to help.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning our fourth-grade PREPARE unit, which teaches writers what to do before the first draft. The big idea is that a writer identifies the job first: the topic, the purpose, and the audience, and then chooses the response genre that fits that job.

We are reading two short passages: "Dream," about a young narrator who stands beside Mama at Dr. Martin Luther King Jr.'s march, and "Serve," about a granddaughter interviewing her grandfather about President John F. Kennedy's call to serve. Your student will learn that one source can support many kinds of writing, and will write a personal narrative about a time someone's words or example changed a thought or decision.

Please try this at home: Ask your student, "Before you write, how do you decide what kind of writing to make?" Then share a quick story of a time someone's words changed your mind. Talking about a real experience is wonderful preparation for narrative writing.

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

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

Estimadas familias:

Esta semana su estudiante comienza nuestra unidad PREPARE de cuarto grado, que enseña a los escritores qué hacer antes del primer borrador. La idea principal es que un escritor identifica primero el trabajo: el tema, el propósito y el público, y luego elige el género de respuesta que se ajusta a ese trabajo.

Leemos dos pasajes cortos: "Dream", sobre un niño que está junto a Mamá en la marcha del Dr. Martin Luther King Jr., y "Serve", sobre una nieta que entrevista a su abuelo acerca del llamado al servicio del presidente John F. Kennedy. Su estudiante aprenderá que una sola fuente puede apoyar muchos tipos de escritura y escribirá una narración personal sobre una vez que las palabras o el ejemplo de alguien cambiaron un pensamiento o una decisión.

Por favor, intente esto en casa: Pregunte a su estudiante: "Antes de escribir, ¿cómo decides qué tipo de escritura vas a hacer?" Luego comparta una breve historia de una vez que las palabras de alguien le hicieron cambiar de opinión. Hablar de una experiencia real es una preparación maravillosa para la escritura narrativa.

7. Family Conversation Starters

- What is the difference between the topic you write about and the job your writing has to do?
- If you told the same true story to a friend and to a principal, what would you change?
- What are some different kinds of writing, or genres, a writer can choose from?
- Tell me about a time someone's words or example changed your mind.

8. Simple Family Activities

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

Family Activity: One Idea, Many Jobs

Pick one family memory. Talk about how you would tell it as a story, explain it as information, and turn it into a thank-you note. Notice how the purpose changes what you include.

Family Activity: Change of Mind

Share a short story about a time someone's words changed what you decided to do. Ask your student to name the moment your thinking changed.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use this key to read each 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 writing situation and frames the Genre Compass.
Reveal	■ TEACH	Makes the genre decision and planning strategy visible.
Attempt	○ LEARN	Guided Genre Signal Sort practice.
Discuss	○ LEARN	Students clarify and justify a response genre.
Use	✓ ASSESS	Independent personal narrative 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 decision chain.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, PREPARE Cluster, Module 1
Module Category	Writing readiness / choosing a response genre
Primary TEKS	4.11(A)(i) , 4.12(A)(i) , 4.12(A)(ii)
Primary Breakout	Plan a first draft by selecting a genre for a particular topic, purpose, and audience; compose literary texts using genre characteristics and craft.
Recursive TEKS	4.11(C)(i) revise sentence structure; 4.11(D)(i) , 4.11(D)(vii) , 4.11(D)(ix) , and 4.11(D)(xxxv) edit conventions.
Content Connection	Fiction passages "Dream" and "Serve" connected to Dr. Martin Luther King Jr., President John F. Kennedy, fairness, responsibility, citizenship, and service.
Daily Lesson Time	15 MINUTES per day, 5 days
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 Compass decision, Genre Signal Sort, PREPARE header, TRAILS plan, personal narrative, revision, editing, and Turn-and-Teach explanation
Formal Assessment Product	Student Exit Ticket and Module Writing Assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will select and justify a response genre using the topic, purpose, and audience, then plan and draft a personal narrative using TRAILS.

I Will Statements

- 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 Statements

- 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.

CLASS SLIDE

Meet Our Week: I will identify the writing job first, choose a response genre, plan with a matched strategy, and draft for my audience.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can name the topic, purpose, and audience for a writing job.
- I can choose the response genre that fits the job and explain why.
- I can tell the difference between the source's reading genre and my response genre.
- I can plan a personal narrative with TRAILS and draft it for classmates.
- I can revise one sentence for structure and edit for conventions.

14. Evidence That Will Demonstrate Mastery

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

- The Day 2 Genre Signal Sort recording sheet with topic-purpose-audience reasons.
- The Day 3 PREPARE header, TRAILS plan, and personal-narrative draft.
- The Day 4 sentence-structure revision and convention edit.
- The Day 5 Turn-and-Teach explanation of the decision chain.

15. TEKS Correlations

The Student Expectation column preserves the full Grade 4 wording supplied for this module.

TEKS	Strand	Student Expectation	Where Taught	Where Assessed
4.11(A)(i)	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	Days 1-3	Day 3; Writing Assignment

4.12(A)(i)	Writing Genre	compose literary texts using genre characteristics	Days 3-5	Personal narrative
4.12(A)(ii)	Writing Genre	compose literary texts using craft	Days 3-5	Personal narrative
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4	Revised draft
4.11(D)(i) , 4.11(D)(vii) , 4.11(D)(ix) , 4.11(D)(xxv)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; singular nouns; common nouns; and correct spelling of high-frequency words	Day 4	Edited draft

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	4.11(A)(ii)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	4.12(A)(i)	compose literary texts using genre characteristics	Days 3-5 personal narrative
PRIMARY	4.12(A)(ii)	compose literary texts using craft	Days 3-5 personal narrative
RECURSIVE	4.11(C)(i)	revise drafts to improve sentence structure	Day 4; writing opportunity
RECURSIVE	4.11(D)(i), 4.11(D)(vii), 4.11(D)(ix), 4.11(D)(xxv)	edit drafts using standard English conventions	Day 4 editing check

17. ELPS Correlations

ELPS	Domain	Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
4(F)	Writing	Write to narrate, describe, explain, respond, or justify with supporting details.	Days 3 and 5
ELPS 4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Days 3-5
ELPS 4(F)(i)-(iii), (v)-(vii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience	Days 1-5
ELPS 4(D)(i)-(iii)	Writing	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-5
ELPS 4(F)(i)-(viii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience	Days 3-5
ELPS 4(E)(ii)	Writing	write content-area-specific text using grammatical structures	Day 4

ELPS Woven Into Intervention

ELPS	Support	Evidence
ELPS 4(C)(i)	Use a word bank and oral rehearsal.	Student names topic, purpose, audience, and genre.
ELPS 4(F)(i)-(vii)	Use a sentence frame for justification.	Student explains why the response genre fits the job.

ELPS Woven Into Enrichment

ELPS	Extension	Evidence
		Student explains how the strategy matches the genre.

ELPS 4(D)(i)-(iii)	Compare two planning strategies for the same job.	
ELPS 4(F)(i)-(viii)	Teach the decision chain to a partner.	Student uses content vocabulary and an audience-aware register.

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to TOPIC, PURPOSE, AUDIENCE, and RESPONSE GENRE on the visual and place a response-genre card under the writing job.
Beginning	Complete orally: "The topic is _____. The purpose is to _____. The audience is _____."
Intermediate	Use: "The best response genre is _____ because the job requires _____."
High Intermediate	Explain in complete sentences how purpose and audience decide the genre.
Advanced	Independently justify a new genre choice and compare two possible planning strategies.

Language Supports

- Provide the Genre Compass visual and the Response Ecosystem route cards.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level writing job intact. Read it aloud, define one needed word, and return the decision to the student.
- Use: "The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____ because _____."
- Invite students to explain purpose and audience in a home language before rehearsing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	In Listen and Label, students hear a complete writing job and identify the best response genre before writing.
Speaking	Students defend each Genre Signal Sort decision with a topic-purpose-audience reason and teach their decision chain to a partner.
Reading	Students read "Dream" and "Serve" to collect details that could support more than one writing job.
Writing	Students write a PREPARE header, a TRAILS plan, and a personal narrative, then revise a sentence and edit conventions.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, reread it, and let students use the Genre Compass, Response Ecosystem, and TRAILS anchor charts. Provide sentence frames and oral rehearsal.	Name the genre for a student, decide the purpose or audience for a student, or write the narrative for a student.

The student must still name the topic, purpose, and audience, select and justify the genre, plan with TRAILS, and draft independently.

21. Rigor & Cognitive Demand

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

	Name the topic and the reading genre of a passage.	Supported. The teacher may reread part of the passage.	The student names the topic and says the passage is fiction.
Inferential	Choose the response genre from the purpose and audience.	Guided on Days 1 and 2, independent by Day 3.	The student selects a genre and justifies it with purpose and audience.
Evaluative	Plan and draft a personal narrative and revise for structure.	Partner discussion on Day 3, independent by Day 5.	The student develops an experience with TRAILS and improves a sentence.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or the writing job.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a genre choice and a draft.
Level 5	Blue	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.

The Progression of Thinking

Level	Student Thinking	Task
Recall	Name the topic and reading genre of a passage.	Identify: State the topic and say the source is fiction.
Skill	Match a writing job to the best response genre.	Categorize: Place a Genre Signal Sort card and defend it.
Strategic	Justify the genre with purpose and audience and plan with TRAILS.	Connect: Explain why the job requires the chosen genre.
Extended	Draft a personal narrative and revise a sentence for structure.	Analyze and create: Develop an experience and improve it.

23. Possible Teacher Misconceptions

Teacher May Misunderstand	What to Notice	Correction
The source's reading genre decides the response genre.	Students are told that a fiction source must lead to narrative writing.	Return to the writing job: purpose and audience decide the response genre.
A genre name is enough.	A student names a genre with no reason.	Require a topic-purpose-audience reason before the choice counts.
Personal narrative means listing events.	A student lists events without an important moment or lasting effect.	Use TRAILS to develop an experience.
Revising and editing are the same.	A student fixes only spelling and calls it revised.	Revise sentence structure first; edit conventions last.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The response genre must match the passage's genre.	The student answers "narrative" because both passages are fiction.	Present different writing jobs from the same passage until the student separates reading genre from response genre.
A genre name is enough.	The student names a genre with no reason.	Require the words purpose and audience in oral reasoning.
Narrative means listing what happened.	The student writes a list of events.	Use TRAILS to develop an experience with an important moment and lasting effect.
Revising and editing are the same.	The student fixes only spelling and calls it revised.	Revise sentence structure first for meaning; edit conventions last.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Primary target: [4.11\(A\)\(i\)](#) plan a first draft by selecting a genre for a particular topic, purpose, and audience using brainstorming, freewriting, or mapping. The composition route is supported by [4.12\(A\)\(i\)](#) and [4.12\(A\)\(ii\)](#). Revision and editing use [4.11\(C\)\(i\)](#), [4.11\(D\)\(i\)](#), [4.11\(D\)\(vii\)](#), [4.11\(D\)\(ix\)](#), and [4.11\(D\)\(xxv\)](#).

26. How I Say the Standard!

TEKS says	How I say it
4.11(A) 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.	I can name my topic, purpose, and audience, choose the genre that fits, and use brainstorming, freewriting, or mapping to plan.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can improve a sentence so my meaning is clearer.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check that my sentences are complete and that the subject and verb agree.
4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft.	I can write a personal narrative using the parts that make a narrative work.

27. This Week I Can...

- ☐ select and justify a response genre by using topic, purpose, and audience.
- ☐ separate a source passage's reading genre from the response genre I will produce.
- ☐ choose a planning strategy matched to the job.
- ☐ plan and draft a personal narrative using TRAILS.
- ☐ revise sentence structure and edit conventions.

28. Before I Can... Prerequisites

- I can tell what a passage is about.
- I can listen for the job a prompt gives me.
- I can name a reader or audience.
- I can tell a true personal experience in order.
- I can write a complete sentence and reread my work.

TEACHER SCRIPT

"Before you choose a form, name the job. A source passage gives you content, but your writing direction gives you the job."

29. Remember This! (60-Second Retrieval)

Ask students to say the Genre Compass aloud: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. Ask: What is the difference between the reading genre and the response genre? What does TRAILS help a narrative develop?

Remember: purpose and audience decide the genre.

30. Vocabulary Infusion

Use the words in the three tier tables during the lesson. Ask students to use the oral rehearsal frames before writing.

Word	Use in this module
topic	what the writing is about
purpose	the job the writing must do
audience	the reader or readers the writing is for
genre	a kind of writing
narrative	writing that develops an experience through a character and events

31. Conventions Connection

Students revise drafts to improve sentence structure, then edit complete simple sentences with subject-verb agreement, singular nouns, common nouns, and correct spelling of high-frequency words. This sequence keeps meaning and conventions distinct.

32. Writing Connection

The formal composition route is personal narrative. Students plan a time someone's words, actions, or example changed what they thought or decided to do. They write for classmates who need to understand why the moment mattered.

33. Watch Out!

- Do not let the passage's reading genre choose the response genre.
- Do not accept a genre name without a topic-purpose-audience reason.
- Do not let narrative become a list of events. Use TRAILS.
- Do not call spelling correction revision. Revise sentence structure first.

34. Ready Check

- ☐ I can name a topic.
- ☐ I can name a purpose with a writing verb.
- ☐ I can name an audience and what that audience needs.
- ☐ I can select a response genre and explain why.
- ☐ I can choose brainstorm, freewrite, or map.

35. Teacher Look-Fors

- Students say the decision chain aloud before drafting.
- Students can say that "Dream" and "Serve" are fiction while choosing a different response genre for a new job.
- Students justify the genre with purpose and audience.
- Students use TRAILS to develop an experience.
- Students revise sentence structure and edit conventions separately.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, let's preview the words prepared writers use to talk about the writing job and the response genre. We will use everyday words, academic writing words, and words from our passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
dream	a hope or wish for something better	My dream is ____.
help	to make things easier or better for someone	I can help by ____.
share	to give part of what you have to others	I share ____ with ____.
story	a telling of events, real or imagined	This story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
plan	to decide the steps before you begin	My plan is to ____.
change	to become different	The moment I changed was ____.
decide	to make up your mind	I decided to ____.
notice	to see or pay attention to something	I notice that ____.
choose	to pick on purpose	I choose ____ because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Say the academic word, connect it to the writing job, and use it in the frame. Prepared writers use precise words for their decisions."

Word	Student-Friendly Definition	Oral Rehearsal Frame
genre	a kind of writing, such as narrative, informative, or opinion	The best genre for this job is ____.
topic	what the writing is about	The topic is ____.
purpose	the job the writing must do	The purpose is to ____.
audience	the reader or readers the writing is for	The audience is ____.
narrative	writing that develops an experience through a character and events	This narrative develops the experience of ____.
brainstorm	a planning strategy that lists many ideas quickly	I brainstormed by ____.
freewrite	a planning strategy of writing without stopping to find ideas	I freewrote about ____.
map	a planning strategy that organizes ideas visually	I mapped my ideas by ____.
revise	to improve ideas, organization, or sentences	I revised ____.
edit	to correct conventions such as grammar, punctuation, and spelling	I edited ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words come from our passages and help us understand the people, ideas, and decisions in Dream and Serve."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
justice	JUS-tis	fairness and equal treatment for all people	Justice means ____.
service	SUR-vis	helping others and the community	Service means ____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, ____.
administration	ad-min-uh-STRAY-shun	the people who help a president lead the country	The administration worked on ____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is ____.
cooperation	koh-op-uh-RAY-shun	working together toward a goal	Cooperation means ____.
perspective	per-SPEK-tiv	the point of view of the person telling something	From this perspective, ____.
memorial	muh-MOR-ee-uhl	a monument that helps people remember a person or event	The Lincoln Memorial helps us remember ____.
Peace Corps	PEES kor	an organization whose volunteers help communities in other countries	The Peace Corps helped by ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

This module uses two fiction passages connected to real history. "Dream" places a nine-year-old beside Mama at Dr. Martin Luther King Jr.'s march near the Lincoln Memorial, where the student realizes the dream of fairness includes students. "Serve" shows a granddaughter interviewing her grandfather about President John F. Kennedy's inauguration, his call to serve, and the growth of the Peace Corps.

The Genre Decision

Both passages are fiction, though they draw on real people and events. That is important: the passages tell us how the source is written, or its reading genre, not how every response must be written. The module's core work is teaching students to make the genre decision from the writing job: the topic, purpose, and audience.

The Genre Compass names the decision chain: Topic to Purpose to Audience to Genre to Planning Strategy. The Response Ecosystem names seven routes: Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, and Research / Inquiry. Personal narrative is the formal composition route this module develops, using TRAILS to build an experience rather than a list of events.

40. Materials Needed

Material	Use
Low-Stamina copies of "Dream" and "Serve"	Read source texts and collect details.
Response Genre cards	Sort Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, and Research / Inquiry.
Genre Compass anchor chart	Name topic, purpose, audience, genre, and planning strategy.
TRAILS anchor chart	Develop a personal narrative.
Topic, Purpose, Audience sorting cards	Practice the decision chain.
Interactive notebooks, sticky notes, sentence strips, colored pencils	Plan, rehearse, draft, revise, and edit.
Genre Signal Sort recording sheet	Record and justify genre choices.

41. Preparation Before Day 1

- ☐ Create the Genre Compass: Topic to Purpose to Audience to Genre.
- ☐ Create the Response Ecosystem: seven response routes.
- ☐ Create the TRAILS Narrative Anatomy chart.
- ☐ Create the Planning Choices chart: Brainstorm, Freewrite, Map.
- ☐ Create the Revision vs. Editing chart: meaning and structure versus conventions.
- ☐ Prepare the two Low-Stamina passages and the Genre Signal Sort recording sheet.

42. Weekly Timing & Transition Overview

Day	GRADUATE Stage	Focus	Product
Day 1	Gather + Reveal	Genre Compass and source reading genre	Decision chain rehearsal
Day 2	Attempt	Genre Signal Sort and planning strategies	Sorted cards with reasons
Day 3	Discuss + Use	Personal narrative job and TRAILS	PREPARE header, plan, and draft
Day 4	Award + Target	Revision and editing	Revised and edited draft
Day 5	Explain / Educate	Turn-and-Teach and transfer	Exit ticket and explanation

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used to move students between activities while reinforcing the prepared-writer idea: the writing job comes before the form.

TEACHER SCRIPT

"Tiny Time! I will name one part of the Genre Compass. Point up for TOPIC, right for PURPOSE, left for AUDIENCE, and down for GENRE. Then whisper the genre that fits."

How to run it: Signal the class. Read one short writing job. Students point to each decision as you name it, then whisper the genre. Read two or three jobs in a row, then have students return quietly to their seats.

Citizenship & Content Connection

44. The Citizenship Connection

"Dream" and "Serve" connect writing decisions to fairness, responsibility, citizenship, cooperation, and service. Keep the content connection tied to the passage details and the writing job.

Source detail	Idea students may name	Possible writing job
"Dream": the dream can belong to everyone.	Fairness and hope can change what a student carries forward.	Narrate a moment when someone's words or example changed a decision.
"Serve": service begins whenever you notice someone who needs help and decide to do something.	Responsibility and citizenship include action.	Explain service to a younger student.
Both passages are fiction.	Reading genre and response genre are separate decisions.	Choose a response genre from purpose and audience.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Genre Compass

Decision	Question
TOPIC	What is the writing about?
PURPOSE	What job must the writing do?
AUDIENCE	Who needs this writing?
RESPONSE GENRE	What kind of writing best accomplishes the job?
PLANNING STRATEGY	Will brainstorming, freewriting, or mapping organize the thinking?

Response Ecosystem

Route	Choose It When the Purpose Is To...
Narrative	let an audience experience an event or discovery
Informative	explain or teach information
Opinion	state and support a judgment
Argumentative	make a claim and defend it with reasons and evidence
Poetry	express an idea through poetic craft
Correspondence	communicate directly with a specific reader
Research / Inquiry	investigate a question using sources

TRAILS Narrative Anatomy

Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	The people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	The discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S: Setting	Where and when the experience happens, with details that make the place real.

46. Core Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any word that seems unfamiliar as you are reading.
- **O: Discover.** Discover the meaning of the word as we learn together through our lessons.
- **T: Drop.** Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"Watch how I think like a prepared writer. Before I draft, I decide what my writing needs to do. A source passage does not choose my response genre. My writing job does."

The Genre Compass is TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job. Say the decision aloud before you draft.

The PREPARE decision has six steps: name the topic; name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate; name the audience and what that audience needs; select the response genre; select a planning strategy; and, for formal narrative work, use TRAILS.

TEACHER SCRIPT

"A prepared writer makes two moves: first the genre decision, then the development. When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS instead of listing events."

47. Student Source Passage(s)

Passage use: use the two fiction source texts below at low stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "Dream" (Stamina: Low)

- [1] I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial.
- [2] I was only nine years old, and I had never seen so many people gathered in one place.
- [3] "Why did everyone come?" I asked Mama.
- [4] "Because they want America to be fair for everyone," she said.
- [5] The August sun felt hot on my face. My feet hurt, and I wished I had brought more water. Then Dr. Martin Luther King Jr. stepped forward to speak.
- [6] The crowd became still.
- [7] His voice was strong and steady. He talked about freedom. He talked about justice. Then he began speaking about his dream for the future.
- [8] I looked up at Mama. Tears filled her eyes.
- [9] "Why are you crying?" I whispered.
- [10] "Because I want that dream for you," she answered.
- [11] Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me.
- [12] I imagined schools where every child was welcomed. I imagined neighborhoods where people were judged by their kindness instead of the color of their skin. I imagined growing up in a country that kept becoming better.
- [13] When the speech ended, people cheered and hugged one another.
- [14] On the way home, Mama asked what I would remember most.
- [15] I thought for a moment.
- [16] "That a dream can belong to everyone," I said.
- [17] And somehow, I knew I would carry that dream with me.

Passage 2: "Serve" (Stamina: Low)

- [1] "Tell me again about President Kennedy," I said, turning on my recorder.
- [2] Grandpa smiled. For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration.
- [3] "Those were exciting days," Grandpa began. "President Kennedy wanted Americans to think about something important: serving others."
- [4] Grandpa explained that before Kennedy's inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. Grandpa remembered conversations about responsibility, citizenship, and how one person could make a difference.
- [5] "President Kennedy did not want people only asking what they could receive," Grandpa said. "He wanted us to consider what we could give."
- [6] On January 20, Grandpa stood in the cold Washington air and watched Kennedy deliver his inaugural address. When the new president challenged Americans to serve their country, Grandpa heard the crowd respond.
- [7] "What did you think?" I asked.
- [8] "I thought those words could inspire action," he answered.
- [9] A few months later, Grandpa watched that idea grow through the Peace Corps. Young Americans

volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, and friends.

[10] “Was that part of the same idea?” I asked.

[11] “Absolutely,” Grandpa said. “Serving our country can also mean serving people.”

[12] I switched off my recorder.

[13] “So even kids can serve?”

[14] Grandpa smiled.

[15] “Especially kids. Service begins whenever you notice someone who needs help and decide to do something.”

[16] I wrote one final sentence in my notebook:

[17] A better world begins when we ask, What can I give?

48. Student Annotation Guide

Dream

Evidence	Details to notice
Time	only nine years old; August
Reactions	Tears filled her eyes; a dream can belong to everyone; carry that dream with me
Actions	people gathered; Dr. Martin Luther King Jr. spoke; I imagined schools and neighborhoods
Character, Concept, Creature	Mama; Dr. Martin Luther King Jr.; dream; justice
Key Knowledge	It was about students like me; people wanted America to be fair for everyone
Setting	near the Lincoln Memorial; August sun; enormous crowd

Serve

Evidence	Details to notice
Time	inauguration in 1961; January 20; a few months later
Reactions	Grandpa smiled; words could inspire action; the crowd respond
Actions	interviewing; discussed ideas; volunteered; notice someone who needs help and decide to do something
Character, Concept, Creature	President Kennedy; Grandpa; service; citizenship
Key Knowledge	what we could give; serving our country can also mean serving people
Setting	cold Washington air; administration; Peace Corps

49. TRACKS Evidence Highlighting

Before students choose a genre and plan, they read "Dream" and "Serve" and tap the evidence marks to find details that could support more than one writing job.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

TEACHER SCRIPT

"As we read, we hunt for details that could support more than one writing job. The evidence helps us understand the source, but the writing job still decides the response genre."

50. Five-Day GRADUATE Lesson

Module 1 opens the fourth-grade PREPARE unit. Students learn the Genre Compass, separate reading genre from response genre, plan with a matched strategy, and draft a personal narrative with TRAILS.

Day	GRADUATE Stage	Lesson Focus	Evidence
1	Gather + Reveal	Name the writing job and model the Genre Compass.	Decision chain.
2	Attempt	Sort writing jobs by response genre.	Genre Signal Sort.
3	Discuss + Use	Plan and draft a personal narrative.	PREPARE header, TRAILS plan, draft.
4	Award + Target	Revise sentence structure and edit conventions.	Revised and edited draft.
5	Explain / Educate	Teach the decision chain and transfer it.	Exit ticket.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

15 MINUTES

GATHER ■ TEACH

Introduce "Dream" and "Serve" as fiction source passages. Name the writing situation: a short personal narrative about a time someone's words, actions, or example changed what the writer thought or decided to do.

TEACHER SCRIPT

"This week we think like prepared writers. Before choosing a form, we name the job the writing must do."

REVEAL ■ TEACH

Display TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. Model: topic, a changed decision; purpose, narrate the experience; audience, classmates; response genre, personal narrative; planning strategy, TRAILS.

Genre Compass Part	Model for this module
Topic	A time someone's words, actions, or example changed my thinking.
Purpose	To narrate the experience and explain why the moment mattered.
Audience	Classmates who need to understand the moment.
Response Genre	Personal narrative.
Planning Strategy	TRAILS.

TEKS for Today: [4.11\(A\)\(i\)](#), [4.12\(A\)\(i\)](#), [4.12\(A\)\(ii\)](#), [4.11\(C\)\(i\)](#)

ELPS for Today: 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose.

Planning Strategy Match

Brainstorm, freewrite, and map are planning choices. For formal narrative work, use TRAILS to develop an experience rather than list events.

DAY 2 | ATTEMPT | 15 MINUTES
15 MINUTES

ATTEMPT ○ **LEARN**

Use the Genre Signal Sort. Students name topic, purpose, and audience, place the response-genre card that fits, and justify the choice.

Writing job	Topic	Purpose	Audience	Response genre
Tell classmates about a time someone's words changed your decision.	A changed decision.	Narrate.	Classmates.	Personal narrative.
Explain service to a younger student using "Serve."	Service.	Explain.	A younger student.	Informative writing.
Write to Grandpa about one way you can serve.	A service idea.	Communicate.	Grandpa.	Correspondence.
State the strongest judgment about cooperation.	Cooperation.	Support a judgment.	Classmates.	Opinion.

TEKS for Today: [4.11(A)(i)], [4.12(A)(i)], [4.12(A)(ii)], [4.11(C)(i)]

ELPS for Today: 4(D)(iii) write content-area texts using a variety of transition words.

TEACHER SCRIPT

"Do not choose the form because the source is fiction. Name the job. Purpose and audience decide the genre."

DAY 3 | DISCUSS AND USE | 15 MINUTES
15 MINUTES

DISCUSS ○ **LEARN**

Partners rehearse: "The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____, because the job requires _____." Students separate the source's reading genre from the response genre they will produce.

USE ✓ **ASSESS**

Students complete a PREPARE header, choose a planning strategy, and write a short personal narrative about a time someone's words, actions, or example changed what they thought or decided to do. They write for classmates who need to understand why the moment mattered.

PREPARE Decision	Student response
Topic	_____
Purpose	to _____
Audience	_____
Response genre	_____
Planning strategy	brainstorm / freewrite / map / TRAILS

TEKS for Today: [4.11(A)(i)], [4.12(A)(i)], [4.12(A)(ii)], [4.11(C)(i)]

ELPS for Today: 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose.

TRAILS: T, Topic or Experience; R, Relationships; A, Actions, Thoughts, and Dialogue; I, Important Moment; L, Lesson or Lasting Effect; S, Setting.

Independent Personal Narrative Check

Check	Evidence
Names topic, purpose, audience, and response genre.	
Separates reading genre from response genre.	
Uses TRAILS to develop an experience.	
Writes for classmates who need to understand why the moment mattered.	

DAY 4 | AWARD AND TARGET | 15 MINUTES

TEKS for Today: [4.11\(A\)\(i\)](#), [4.12\(A\)\(i\)](#), [4.12\(A\)\(ii\)](#), [4.11\(C\)\(i\)](#)

ELPS for Today: 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary.

15 MINUTES

AWARD ✓ ASSESS

Students identify a strength: naming the job, choosing a genre for the audience, or using an important moment instead of listing events.

TARGET ✓ ASSESS

Students revise one sentence to improve sentence structure. Then they edit complete simple sentences with subject-verb agreement, singular nouns, common nouns, and correct spelling of high-frequency words.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

15 MINUTES

EXPLAIN ✓ ASSESS

Students teach a partner the decision chain. The listener checks for topic, purpose, audience, genre, and planning strategy.

EDUCATE

Transfer the decision to a new job: explain service to a younger student using details from "Serve." Name the source's reading genre, the response genre, and why the genre fits.

Speaker says	Listener checks
"The topic is _____. The purpose is to _____. The audience is _____."	Topic, purpose, and audience are named.
"The source's reading genre is _____. My response genre is _____."	The genres are separate.
"I chose this genre because _____. I planned by _____."	Genre and strategy match the job.

TEKS for Today: [4.11\(A\)\(i\)](#), [4.12\(A\)\(i\)](#), [4.12\(A\)\(ii\)](#), [4.11\(C\)\(i\)](#)

ELPS for Today: 4(F)(ii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose.

Students return to the overarching question: a writer names the job, chooses the response genre, and uses the matched genre tools to plan and draft.

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
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.
Student response	"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.

Next move: ask, "What is the job your writing must do? Who needs to read it?"

52. Medium / Approaching Exemplar

Field	Detail
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.
Student response	"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.

Next move: use TRAILS to develop the experience.

53. High / Secure Exemplar

Field	Detail
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.
Student response	"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.

Additional Secure Exemplars

Job	Response choice	Why it fits
Explain service to a younger student using "Serve."	Informative writing.	The purpose is to explain and the audience needs information.
Write to Grandpa about one way you can serve.	Correspondence.	The purpose is direct communication with a specific reader.

Secure Response: Evidence and Explanation

Decision evidence	Explanation
"My purpose is to narrate the experience so classmates understand why it mattered."	The purpose lets the writer choose personal narrative.
"My audience is classmates."	Audience-aware details make the moment understandable.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

The strongest response first names topic, purpose, and audience, then selects and justifies the response genre. A student may select different routes when the writing job supports them, but must explain the choice. For the formal composition route, personal narrative is justified when the purpose is to let classmates experience a moment and understand why it mattered.

55. Standards Evidence Trail

TEKS	Artifact	Teacher Look-For
4.11(A)(i)	PREPARE header and Genre Signal Sort	Topic, purpose, audience, genre, and strategy are named.
4.12(A)(i) and 4.12(A)(ii)	Personal narrative	Genre characteristics and craft develop an experience.
4.11(C)(i)	Revised sentence	Sentence structure is improved.
4.11(D)(i) , 4.11(D)(vii) , 4.11(D)(ix) , 4.11(D)(xxxv)	Edited draft	Conventions are checked after revision.

56. Assessment Opportunities

Informal Assessment: During the Day 2 Attempt, listen in on partner talk and ask two or three students to point to the exact words that prove their answer. Note who names the evidence on their own and who needs another model.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Opportunity	When	Evidence
Listen and Label	Day 1	Names the response genre.
Genre Signal Sort	Day 2	Gives a topic-purpose-audience reason.
Personal narrative	Day 3	Uses TRAILS and writes for classmates.
Revision and editing	Day 4	Improves sentence structure and conventions.

Assessment Prompt Bank

Prompt	Expected route	Reason
Tell classmates about a time someone's words changed your decision.	Personal narrative.	Let the audience experience a moment.
Explain service to a younger student using "Serve."	Informative writing.	Teach information.
Write a note to Grandpa about one way you can serve.	Correspondence.	Communicate with a specific reader.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Writing job: Explain service to a younger student using details from "Serve."

1. Name the topic: _____
2. Name the purpose: _____
3. Name the audience: _____
4. Choose the response genre: _____
5. Explain why that genre fits: _____
6. Name a planning strategy: _____

My decision chain:

58. Exit Ticket Answer Key

Part	Strong answer
Topic	Service, responsibility, and what people can give.
Purpose	To explain service.
Audience	A younger student.
Response genre	Informative writing.
Why	The job asks the writer to explain information to a younger student.
Planning strategy	Brainstorm, freewrite, or map, with an explanation of how it will organize the explanation.

59. Scoring Principle

Score the decision, not a memorized genre label. A secure response names topic, purpose, and audience; chooses a genre that fits; justifies it; and identifies a planning strategy. For narrative, also look for TRAILS, craft, revision, and editing.

60. Gradebook Conversion

Level	Evidence	Meaning
Secure	Complete decision chain, justified genre, matched strategy, and developed narrative.	Independently meets the module destination.
Approaching	Names most parts and chooses a plausible genre but needs support.	Progressing toward independence.
Developing	Names a form without connecting it to the job.	Needs Genre Compass reteaching.

61. Recommended Gradebook Label

G4 PREP M1

Record independence with selecting and justifying a response genre and planning with a matched strategy.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment Part	Requirement
Writing job	Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do.
Topic	One true experience.
Purpose	Let classmates understand why the moment mattered.
Audience	Classmates.
Response genre	Personal narrative.
Planning	Use TRAILS to develop the experience rather than list events.
Revision and editing	Revise sentence structure; edit complete simple sentences, subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.

63. Student Planning Frame

PREPARE Header: Topic _____ Purpose to _____
 Audience _____ Response genre _____ Planning strategy _____

TRAILS: T, Topic or Experience _____; R, Relationships _____;
 A, Actions, Thoughts, and Dialogue _____; I, Important Moment _____;
 L, Lesson or Lasting Effect _____; S, Setting _____

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
Genre decision	Names and justifies personal narrative with topic, purpose, and audience.	Chooses narrative and names some decision parts.	Names a form without a job-based reason.
TRAILS development	Develops relationships, actions, important moment, lasting effect, and setting.	Includes an experience with some development.	Lists events or gives a topic only.
Craft and audience	Uses details, thoughts, dialogue, and sentences for classmates.	Includes some details.	Gives few details.
Revision and editing	Improves sentence structure and edits conventions.	Completes one revision or edit with support.	Does not yet distinguish revision from editing.

65. Writing Gradebook Conversion

Score	Conversion	Evidence
4	Secure	Genre decision and narrative are independent and developed.
3	Approaching	Genre decision is mostly justified; narrative needs one move.
2	Developing	Some planning is present; response genre or purpose is unclear.
1	Beginning	Writing job and genre decision are not connected.

66. Teacher Feedback Shortcuts

- "Name the job before naming the form."
- "Add the audience: who needs this writing?"
- "Your genre choice needs a purpose-and-audience reason."
- "Use TRAILS to develop the important moment."
- "Revise sentence structure first; edit conventions last."

Response to Student Need

67. Intervention: Name the Thinking

Need	Teacher Move	Student Response
Matches response genre to reading genre.	Use one source passage with three writing jobs.	Names the job before the genre.
Names a genre without a reason.	Ask for topic, purpose, and audience.	Uses the decision-chain frame.
Lists narrative events.	Model TRAILS one element at a time.	Develops the important moment and lasting effect.
Confuses revision and editing.	Separate meaning and conventions.	Revises first, edits second.

TEACHER SCRIPT

"Tell me the job first. What is the topic? What is the purpose? Who is the audience? Now choose the genre that fits."

68. Embedded Checks & Student Support

Moment	Quick check	Support
Before sorting	Names one audience.	Offer audience cards and read the job aloud.
After sorting	Explains the genre choice.	Use the oral rehearsal frame.
Before drafting	Completes PREPARE header.	Allow brainstorm, freewrite, or map.
During drafting	Develops an important moment.	Ask one TRAILS question.

69. Student Support Quick Reference

Student says	Teacher responds	Frame
"I don't know what to write."	Start with the topic and brainstorm experiences.	"One experience I could develop is ____."
"Narrative because Dream is a story."	Return to purpose and audience.	"My purpose is to ____ for ____."
"I wrote everything that happened."	Ask for the important moment and lasting effect.	"The moment changed me when ____."

70. Enrichment: Connect Across Texts

Extension	Student Work	Evidence
One idea, two response genres	Use service from "Serve" for informative writing and correspondence.	Explains how purpose and audience change the response.
Compare source and response genre	Explain why a fiction passage can support informative writing.	Separates reading genre from response genre.
Planning comparison	Brainstorm and map the same narrative.	Explains which strategy matches the job.

Ask students to teach the Genre Compass to a partner and justify two possible genres for one source detail by changing the audience and purpose.

71. Additional Writing Opportunity: Plan and Draft

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

1. Name topic, purpose, and audience.
2. Choose personal narrative and explain why it fits.
3. Plan with TRAILS.
4. Draft for classmates.
5. Revise one sentence for sentence structure using **4.11(C)(i)**.
6. Edit conventions using **4.11(D)(i)**, **4.11(D)(vii)**, **4.11(D)(ix)**, and **4.11(D)(xxv)**.

WRITING REQUIREMENT

Use at least two vocabulary words from this module's vocabulary list.

Success Criteria

- I name topic, purpose, and audience.
- I choose and justify personal narrative.
- I use TRAILS to develop an experience.
- I revise sentence structure and edit conventions.

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

Revise. Read aloud and improve one sentence. **Edit.** Check complete sentences, agreement, nouns, and spelling. **Share.** Read to a partner, who identifies the decision chain and important moment.

Engagement & Home Connection**73. Auditory Engagement Moments**

- Read one writing job aloud. Students name topic, purpose, audience, and genre.
- Partners say, "The purpose is to _____. The audience is _____."
- Read a Genre Signal Sort card aloud; students say the genre and explain why it fits.
- A student teaches the decision chain while a partner listens.

74. Pause Points**BEFORE WRITING**

What is the job? Name topic, purpose, and audience before the form.

MIDWAY

Does the genre fit the job? Does the planning strategy organize the thinking?

BEFORE YOU FINISH

Does the narrative use TRAILS and help classmates understand why the moment mattered?

75. At-Home Connection

Pick one family memory. Talk about how you would tell it as a story, explain it as information, and turn it into a thank-you note. Notice how purpose changes what you include.

FAMILY QUESTION

"Before you start writing, how do you decide what kind of writing to make?"

FAMILY STORY

Share a time someone's words changed what you decided to do. Ask your student to name the topic, purpose, audience, and response genre.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Check one response for each skill after you have practiced it."

I Can...	Not Yet	Getting It	I've Got It!
Name topic, purpose, and audience.			
Choose a response genre that fits.			
Explain why purpose and audience decide genre.			
Separate reading genre from response genre.			
Choose a matched planning strategy.			
Plan with TRAILS.			
Draft a personal narrative for classmates.			
Revise sentence structure and edit conventions.			

77. Student Award

What can I already do? One decision or writing move I made successfully:

78. Student Target

What do I want to practice next? One next step for choosing a genre or developing a narrative:

Teacher Closure & Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

"This week you learned what prepared writers do before the first draft. You named the topic, purpose, and audience, chose a response genre and justified it, kept the source's genre separate from your response genre, and developed a personal narrative with TRAILS. Preparation is not extra work, it is what makes the draft stronger."

80. Essential / Overarching Question, Answered**How does a writer move from a writing situation to a justified genre and an effective draft?**

A writer names the topic, purpose, and audience, chooses the response genre that fits the job, and selects a planning strategy that organizes the thinking. The writer then uses the tools of that genre to plan and draft. In this module, personal narrative uses TRAILS to develop an experience for classmates.

CLOSING SCRIPT

"Before you choose a form, name the job. When you know your topic, purpose, and audience, you can choose a response genre that fits and begin a stronger draft."

81. Teacher Reflection

- Which students named topic, purpose, and audience independently?
- Which students matched response genre to reading genre?
- Which planning strategy helped each student begin?
- Which students used TRAILS?
- Who needs another pass with revision and editing?

82. Teacher Artifacts of Effectiveness

- Genre Signal Sort recording sheets
- PREPARE headers and TRAILS plans
- Personal narratives for classmates
- Revised sentences and edited drafts
- Turn-and-Teach explanations
- My Progress Trackers

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Location
1	The Writer's Job Comes First	Grade 4 PREPARE, Module 1, Dream + Serve	Cover
2	Meet Our Week	Learning destination and success criteria	Day 1
3	What Is the Writing Job?	Topic, purpose, audience, response genre	Gather
4	Watch the Genre Compass	Model the decision chain	Reveal
5	Source Genre and Response Genre	Dream and Serve are fiction; the job chooses the response genre	Reveal
6	Planning Choices	Brainstorm, freewrite, map, TRAILS	Reveal
7	Genre Signal Sort	Sort and justify	Attempt
8	Turn and Teach	Teach the decision chain	Explain
9	My Progress Tracker	Reflect on independent work	Day 5

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Share one Genre Compass decision and personal narrative.
Sorting	Drag topic, purpose, audience, and genre cards on a shared slide.
Breakout discussion	Pairs name the job and rehearse the genre decision.
Oral response	Students say the decision chain before typing.
Asynchronous option	Submit a PREPARE header, TRAILS plan, and personal narrative.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your notes here help strengthen the next teaching cycle.

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

The Same Idea, Many Jobs: Purpose and Audience Change the Writing

Grade 4 | PREPARE Cluster | Module 2

Grade: 4

Cluster: PREPARE, choosing a response genre for a particular topic, purpose, and audience

Module: 2 of the cluster

Primary Instructional Category: Writing readiness, response genre, purpose, and audience

Module Title: The Same Idea, Many Jobs: Purpose and Audience Change the Writing

Content Connection / Passage Titles: the fiction passages "Dream" and "Serve" (Week 2, Medium level)

Primary TEKS: [4.11\(A\)\(i\)](#) and [4.12\(A\)\(i\)](#), [4.12\(A\)\(ii\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module helps students notice that the reader shapes the writing. The same idea can become several kinds of writing because a writer's purpose and audience change what the writing needs to do.

TEACHER SCRIPT

"The same idea can become several kinds of writing because a writer's purpose and audience change what the writing needs to do."

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve,"

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve"

2. Why This Module Matters

Students move beyond naming genres and learn to match the response to a real audience. Using the Medium level versions of "Dream" and "Serve," they transform one source idea into different writing jobs, then study why a personal narrative needs scene, action, dialogue, reflection, and audience aware craft.

Where it fits into writing: A writing task becomes clearer when the writer identifies the job before choosing the form. The Genre Compass names a response genre, while purpose and audience decide the genre.

Why it matters beyond this assignment: Students carry a durable habit into every subject: name the topic, purpose, and audience; choose a writing route; then make the details, style, register, and conventions fit the reader.

3. Module Essential / Overarching Question

How do purpose and audience change what a writer includes and how the writing sounds?

Students return to this question after the five day lesson. The reader shapes the writing from the very beginning.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of the week's learning, a question they can ask at home, and one simple way to help.

How to Send It: Copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student continues our Grade 4 PREPARE unit. The focus is that purpose and audience change the writing. The same idea can become different kinds of writing depending on the job and the reader. We are reading the longer versions of "Dream" and "Serve," and your student will write a personal narrative about a time they chose to include, help, encourage, or serve another person.

Please try this at home: Ask your student to tell a small experience two ways, once for a friend and once for a grown up like a principal. Then talk about what changed: the details, the level of formality, and how it sounded. That is exactly the audience aware thinking we practice this week.

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 nuestra unidad PREPARE de cuarto grado. El enfoque es que el propósito y el público cambian la escritura: la misma idea puede convertirse en distintos tipos de escritura según el trabajo y el lector. Leemos las versiones más largas de "Dream" y "Serve", y su estudiante escribirá una narración personal sobre una vez que eligió incluir, ayudar, animar o servir a otra persona.

Por favor, intente esto en casa: Pídale a su estudiante que le cuente una pequeña experiencia de dos maneras: una para un amigo y otra para una persona adulta como un director. Luego hablen sobre lo que cambió: los detalles, el nivel de formalidad y cómo sonaba. Ese es exactamente el pensamiento consciente del público que practicamos esta semana.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- How would you tell the same story to a friend and to a principal? What changes?
- What details does a reader need if they were not there with you?
- When is it better to write a note to one person instead of a story for a class?
- Tell me about a time you chose to include or help someone.

8. Simple Family Activities

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

Family Activity: Two Listeners

Pick one small memory. Tell it once for a younger student and once for a grown up. Talk about how the words and details changed for each listener.

Family Activity: The Helping Moment

Share a time someone in the family chose to include or help another person. Name the exact moment that mattered most.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use the key to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **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 standard.
Reveal	■ TEACH	Makes the Genre Compass, Audience Lens, and model choice visible.
Attempt	○ LEARN	Guided, structured student practice with Same Topic, Different Job.
Discuss	○ LEARN	Students clarify and justify the response genre.
Use	✓ ASSESS	Independent audience aware personal narrative.
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 4, PREPARE Cluster, Module 2
Module Category	Writing readiness, response genre, purpose, audience, and narrative craft
Primary Standards	4.11(A)(i) , 4.12(A)(i) , and 4.12(A)(ii)
Core Decision	Topic to Purpose to Audience to Genre to Planning Strategy
Reading Sources	Fiction passages "Dream" and "Serve" at the Medium level
Planning Strategies	Brainstorming, freewriting, and mapping, matched to the writing job
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate
Student Product	Audience aware personal narrative for classmates with a TRAILS plan

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will select and justify a response genre by using the topic, purpose, and audience; adjust details, style, and register to fit the audience; develop an important moment with actions, thoughts, dialogue, and reflection; revise a sentence for structure; and edit for conventions.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will name what my audience knows, needs, and expects before I draft.
- I will choose details and craft on purpose for my reader.
- I will develop an experience with TRAILS rather than list events.

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can adjust details, style, and register to fit my audience.
- I can develop an important moment with actions, thoughts, dialogue, and reflection.
- I can revise a sentence for structure and edit for conventions.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can name topic, purpose, and audience and justify my genre.
- I can explain how my details or register changed for my audience.
- I can develop the important moment so my reader can feel it.
- I can revise one sentence for structure and edit conventions.

14. Evidence That Will Demonstrate Mastery

- The Day 2 Same Topic, Different Job recording sheet.
- The Day 3 audience aware personal narrative with a TRAILS plan.
- The Day 5 Teach the Choice and the Craft explanation.

15. TEKS Correlations

Standard	Student Expectation and Where It Appears
4.11(A)(i)	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 and Day 2 make the decision visible.
4.12(A)(i)	compose literary texts using genre characteristics. Day 3 uses the personal narrative genre.
4.12(A)(ii)	compose literary texts using craft. Students use scene, actions, thoughts, dialogue, and reflection.
4.11(C)(i)	revise drafts to improve sentence structure. Day 3 and Day 4 include a sentence revision.
4.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject verb agreement.
4.11(D)(vii)	edit drafts using standard English conventions, including singular nouns.

4.11(D)(ix)	edit drafts using standard English conventions, including common nouns.
4.11(D)(xxv)	edit drafts using standard English conventions, including correct spelling of high frequency words.

16. Standards Coverage Matrix

Standard	Student Action	Evidence
4.11(A)(i)	Name topic, purpose, audience, genre, and planning strategy.	PREPARE header and Same Topic, Different Job recording sheet.
4.12(A)(i)	Compose a personal narrative using genre characteristics.	Scene, important moment, and lasting effect.
4.12(A)(ii)	Use narrative craft for classmates.	Actions, thoughts, dialogue, and reflection.
4.11(C)(i)	Revise a sentence for structure.	Before and after sentence in the draft.
4.11(D)(i) 4.11(D)(vii) 4.11(D)(ix) 4.11(D)(xxv)	Edit conventions in context.	Complete simple sentence, agreement, nouns, and high frequency spelling checks.

17. ELPS Correlations

ELPS	How It Appears
1(E) (Listening)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
1(C) (Listening)	Follow oral directions with accuracy.
2(E) (Speaking)	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.
2(F) (Speaking)	Restate, ask questions about, or respond to information during formal and informal classroom interactions.
3(E) (Reading)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(C)(i)	Students write using a combination of high frequency words and content area vocabulary.
4(F)(i) to 4(F) (iii)	Students write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for a specific purpose and audience.
4(F)(v) to 4(F) (vii)	Students explain choices aloud and in writing, using appropriate content, style, register, and conventions.

ELPS Woven Into Intervention

Support	Language Action
Audience Lens card	Student names what the reader knows, needs, and expects.
Oral rehearsal	Student explains why a detail or register fits.

ELPS Woven Into Enrichment

Extension	Language Action
Two audiences, two openings	Student explains which detail, register, and convention changed and why.
Teach the Choice and the Craft	Student justifies the route to another learner.

18. ELPS Linguistic Accommodations

Need	Accommodation	Rigor Kept
New academic words	Use the three vocabulary tables, oral rehearsal frames, and a word bank.	Student still makes the genre decision.
Developing English	Provide sentence frames such as "My audience is ____, and they need ____."	Student supplies the purpose and audience reasoning.
Oral language	Allow partner rehearsal before writing.	Student independently writes the response.

Language Supports

- Preview purpose, audience, genre, register, craft, dialogue, reflection, and revise.
- Keep the Audience Lens visible: know, need, expect.
- Pair a visual Genre Compass with the oral frame "The genre that fits is ____ because ____."

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for the relationship among purpose, audience, and craft.
Speaking	Students justify a genre and teach the choice to a partner.
Reading	Students read "Dream" and "Serve" as fiction sources and separate reading genre from writing genre.
Writing	Students write an audience aware personal narrative and revise and edit it.

20. Rigor Safeguard

May Provide	May Not Do For the Student
Read a passage aloud, reread it, and let students use the Genre Compass, Audience Lens, and TRAILS anchor charts.	Name the genre or audience decision for a student or write the narrative.
Provide sentence frames and oral rehearsal.	Remove the need to name topic, purpose, audience, details, register, and craft.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal	Name the topic and audience for a writing job.	Supported.	Student names the reader and one need.
Inferential	Choose details and register that fit purpose and audience.	Guided Days 1 and 2, independent by Day 3.	Student explains why a detail or register fits.
Evaluative	Develop an audience aware narrative and revise for structure.	Partner discussion Day 3, independent by Day 5.	Student uses dialogue and reflection and improves a sentence.

22. The Five Thinking Levels

Level	Thinking Stage	Description
Level 1	Foundational	Student follows directions or repeats information.
Level 2	Emergent	Student begins trying ideas independently.
Level 3	Visible	Student connects ideas to the writing job.
Level 4	Independent	Student combines evidence with personal reasoning in a genre choice and draft.
Level 5	Reflective	Student connects the decision to purpose, audience, and broader writing habits.

The Progression of Thinking

Stage	Student Thinking	Task
Recall	Name the topic and audience.	Identify what the reader knows, needs, and expects.
Skill	Match one idea to different writing jobs.	Place a Same Topic, Different Job card and defend it.
Strategic	Justify details and register.	Explain how the reader changed a writing choice.
Extended	Develop an audience aware narrative and revise it.	Use dialogue and reflection for the reader.

23. Possible Teacher Misconceptions

Misconception	What a Teacher Might Notice	Practical Correction
The source genre chooses the response genre.	Student answers narrative because both sources are fiction.	Ask what the writing job requires, not what the source is.
Audience means changing only a greeting.	Student changes one salutation and stops.	Press for details, examples, formality, and craft.
Planning is the same for every job.	Student chooses a strategy without a reason.	Match brainstorming, freewriting, or mapping to the job.

24. Possible Student Misconceptions

What Students May Misunderstand	What the Teacher Might Notice	Practical Way to Correct It
A response genre must match the reading genre.	Student says a fiction passage requires a narrative response.	Use the sentence: "The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____."
Narrative means listing events.	Student writes a list with no important moment.	Use TRAILS to develop actions, thoughts, dialogue, and reflection.
Revising and editing are the same.	Student fixes spelling only.	Revise sentence structure first; edit conventions last.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standard and breakout being taught: **4.11(A)(i)** 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. The composition target is **4.12(A)(i)** compose literary texts using genre characteristics and **4.12(A)(ii)** compose literary texts using craft.

26. How I Say the Standard!

TEKS says	How I say it
4.11(A) 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.	I will name my topic, purpose, and audience, choose the genre that fits the job, and use a planning strategy that helps me get ready to write.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can change a sentence so its structure makes my meaning clearer.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check that my complete simple sentences have subjects and verbs that agree.
4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft.	I can write a personal narrative using the parts that make it a narrative.

27. This Week I Can...

This week I can name what my reader knows, needs, and expects, choose a response genre with the Genre Compass, choose details and register that fit my audience, develop an important moment, revise one sentence for structure, and edit conventions.

28. Before I Can... Prerequisites

- Read a grade level fiction passage and identify important details.

- Recognize that a writing task gives a writer a job.
- Write a complete sentence with a subject and a predicate.
- Talk about a personal experience in a logical order.
- Use a planning strategy such as brainstorming, freewriting, or mapping.

29. Remember This! (60 Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner how you would tell the same small experience to a friend and to a principal. Name one detail or one change in how it sounds."

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
genre	a kind of writing, such as narrative or informative	The genre that fits is ____.
purpose	the job the writing must do	The purpose is to ____.
audience	the reader or readers the writing is for	The audience is ____.
register	how formal or friendly the writing sounds	I chose a ____ register because ____.
craft	the choices a writer makes to shape the writing	One craft move I used is ____.

31. Conventions Connection

Students revise a sentence for structure, then edit complete simple sentences with subject verb agreement, singular nouns, common nouns, and high frequency spelling. [4.11\(C\)\(i\)](#) [4.11\(D\)\(i\)](#) [4.11\(D\)\(vii\)](#)

[4.11\(D\)\(ix\)](#) [4.11\(D\)\(xxxv\)](#)

32. Writing Connection

Purpose and audience shape genre, details, style, register, and narrative craft. A writing task becomes clearer when the writer identifies the job before choosing the form.

33. Watch Out!

Common misconception: Students think audience means changing only a greeting, or that a fiction source requires a narrative response. **Teacher move:** return to the Genre Compass and Audience Lens, then ask what the purpose and reader require.

34. Ready Check

Read one writing direction aloud: "Explain service to a younger student who needs clear information." Ask students to name the topic, purpose, audience, and response genre. Use responses to decide who needs the Genre Compass and oral rehearsal during Day 1.

35. Teacher Look Fors

- Students name topic, purpose, and audience before naming a genre.
- Students use the Audience Lens: know, need, expect.

- Students choose details, style, and register for the reader.
- Students develop an experience rather than list events.
- Students revise sentence structure before editing conventions.

TEACHER SCRIPT

"This week we preview the words writers use to talk about the reader and the writer's craft. We will use everyday words, academic writing words, and words from our passages."

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student Friendly Definition	Oral Rehearsal Frame
help	to make things easier or better for someone	I chose to help by ____.
share	to give part of what you have to others	I shared ____ with ____.
kind	caring and friendly toward others	A kind choice I made was ____.
choose	to pick on purpose	I choose ____ because ____.
notice	to see or pay attention to something	I noticed that ____.
story	a telling of events, real or imagined	My story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
plan	to decide the steps before you begin	My plan is to ____.
change	to become different	The moment that changed me was ____.
feel	to have an emotion or sense	This moment made me feel ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a writing job and explain your answer."

Word	Student Friendly Definition	Oral Rehearsal Frame
perspective	the point of view of the person telling something	From this perspective, ____.
register	how formal or friendly the writing sounds	I chose a ____ register because ____.
craft	the choices a writer makes to shape the writing	One craft move I used is ____.
dialogue	the exact words characters say	The dialogue shows ____.
reflection	the writer's thinking about what a moment meant	My reflection explains ____.
freewriting	a planning strategy of writing without stopping to find ideas	I freewrote about ____.
genre	a kind of writing, such as narrative or informative	The genre that fits is ____.
purpose	the job the writing must do	The purpose is to ____.
audience	the reader or readers the writing is for	The audience is ____.
revise	to improve ideas, organization, or sentences	I revised ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Pronunciation	Student Friendly Definition	Oral Rehearsal Frame
fairness	FAIR ness	treating people equally and justly	Fairness means ____.
participation	par tis uh PAY shun	taking part in something with others	Participation looks like ____.
responsibility	ri spon suh BIL uh tee	a duty or job a person is trusted to do	One responsibility I have is ____.
cooperation	koh op uh RAY shun	working together toward a goal	Cooperation means ____.
citizenship	SIT uh zuh n ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
inauguration	in aw gyuh RAY shun	the ceremony when a president begins to serve	At the inauguration, ____.
administration	ad min uh STRAY shun	the people who help a president lead the country	The administration worked on ____.
service	SUR vis	helping others and the community	Service means ____.
Peace Corps	PEES kor	an organized service effort whose volunteers help communities in other countries	The Peace Corps helped by ____.
memorial	muh MOR ee uhl	a monument that helps people remember a person or event	The Lincoln Memorial helps us remember ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This module uses the Medium level versions of two fiction passages connected to real history. "Dream" follows an eight year old beside Mama at Dr. Martin Luther King Jr.'s march, now with more dialogue and reflection as the student decides to help carry the dream forward. "Serve" shows a granddaughter interviewing her grandfather about President John F. Kennedy's 1961 inauguration and call to serve, with richer detail about the Peace Corps and everyday service.

More Background for the Teacher. The longer versions give students more to work with: dialogue, reflection, setting, and specific details. Because purpose and audience change what a reader needs, the writer must choose which details to use, how formal to sound, and which craft moves help the reader experience the moment. The passages remain fiction as the reading genre; the response genre still comes from the writing job.

Module 2 adds the Audience Lens, which asks what the reader knows, needs, and expects, and a Formal/Informal Register continuum to the Genre Compass and TRAILS from Module 1.

40. Materials Needed

Category	Items
Core print materials	Medium level copies of "Dream" and "Serve"
Planning materials	Purpose cards, Audience cards, Genre cards, Same Topic, Different Job task cards, Audience Lens chart, and TRAILS planning sheets
Writing materials	Interactive notebooks, highlighters, pencils, and Narrative Craft Lab recording sheet
Anchor charts	Purpose Verbs, Audience Lens, Narrative Craft, TRAILS Review, and Formal/Informal Register Continuum

41. Preparation Before Day 1

- ☐ Prepare the Genre Compass with response genres and purpose verbs: narrate, explain, justify, request, reflect, and persuade.
- ☐ Prepare the Audience Lens chart: identify what the reader knows, needs, and expects.
- ☐ Prepare the Narrative Craft and TRAILS anchor charts.
- ☐ Prepare Same Topic, Different Job task cards and the Formal/Informal Register continuum.
- ☐ Copy the Medium level versions of "Dream" and "Serve."
- ☐ Prepare student notebooks and highlighters for a Genre Compass decision and a TRAILS plan.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather and Reveal	Name topic, purpose, audience, genre, and planning strategy.
Day 2	15	Attempt	Play Same Topic, Different Job and defend the response genre.
Day 3	15	Discuss and Use	Separate reading genre from writing genre and draft an audience aware personal narrative.
Day 4	15	Award and Target	Identify evidence of growth and select a specific next writing decision.
Day 5	15	Explain and Educate	Teach the choice and craft to another learner.

43. Tiny Times Transition

A Tiny Time is a quick, zero material movement routine under one minute, used to move students between activities while reinforcing the prepared writer habit: the reader shapes the writing.

TEACHER SCRIPT

"Tiny Time! I will name a reader. Show me formal or friendly, then whisper one detail that reader would need."

- Signal the class and get all eyes on you.
- Name a reader, such as the school principal or your best friend.
- Students show formal or friendly, then whisper one detail that reader would need.
- Name two or three readers in a row, then have students return quietly to their seats.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects the sources' ideas about fairness, participation, responsibility, cooperation, citizenship, and service to audience aware writing.

Element	This Module
Suitability	A natural fit. "Dream" follows a student at Dr. Martin Luther King Jr.'s march, and "Serve" follows a student learning about President John F. Kennedy's call to service.
Focus	Fairness, participation, responsibility, cooperation, citizenship, and service.
Perspective Connection	The reader shapes the writer's choices, just as a community considers what people need to participate and serve.
Literacy Connection	Reading a writing situation carefully helps a writer make a response that fits the real reader.
Citizenship Question	"How can a writer choose details that help a reader understand a shared idea?"
Teacher Script	<i>"A writer notices who the reader is and what that reader needs. That choice helps the writing serve its purpose."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

The Genre Compass

Writing Situation	Purpose Verb	Response Genre
A real experience for classmates	narrate and reflect	Personal narrative
Clear information for younger students	explain	Informative
A request to a principal	request	Correspondence
A judgment supported by reasons	justify	Opinion

The Audience Lens

Question	Why It Matters
What does my reader already know?	I can decide what context and details to include.
What does my reader need?	I can choose examples, explanations, and craft that help.
What does my reader expect?	I can choose the genre, style, register, and conventions that fit.

Writing Routes and Narrative Craft

Route or Tool	What It Helps a Writer Do	Module Example
Brainstorm	Generate possible experiences and ideas.	List a time you chose to include, help, encourage, or serve someone.
Freewrite	Write without stopping to find ideas.	Freewrite about the important moment before choosing details.
Map	Organize a main idea and examples.	Map the idea of service for a younger student.
TRAILS	Develop a narrative experience instead of listing events.	Topic, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, Setting.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any word that seems unfamiliar as you are reading.
- **O: Discover.** Discover the meaning of the word as we learn together through our lessons.
- **T: Drop.** Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

The core chain is Topic to Purpose to Audience to Genre to Planning Strategy. The passage gives content. The writing direction gives the job. The audience tells the writer what details, style, register, craft, and conventions the reader needs.

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Genre Compass." Add the Audience Lens questions know, need, expect. Add writing routes: brainstorm, freewrite, and map. Display TRAILS as the narrative planning strategy.

47. Student Source Passage(s)

Passage use: use the two fiction source texts below at medium stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "Dream" (Stamina: Medium)

- [1] I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial.
- [2] I was only eight years old, and I had never seen so many people gathered in one place.
- [3] "Why did everyone come?" I asked Mama.
- [4] "Because they want America to be fair for everyone," she said.
- [5] The August sun felt hot on my face. My feet were tired, and I wished I had brought more water. Mama gave me a small smile and squeezed my hand.
- [6] "We came a long way to be here," she reminded me.
- [7] I looked around again. Families stood together. Children sat on their parents' shoulders. People fanned themselves with folded papers. Even though there were so many people, I did not feel afraid. I felt like everyone was waiting for something important.
- [8] Then Dr. Martin Luther King Jr. stepped forward to speak.
- [9] The crowd became quiet.
- [10] His voice was strong and steady. He talked about freedom. He talked about fairness. He talked about hope for the future.
- [11] At first, I tried hard to understand every word. Some parts were difficult for me because I was still a child. But then he began talking about a dream.
- [12] That word I understood.
- [13] Dream.
- [14] I looked up at Mama. Tears filled her eyes.
- [15] "Why are you crying?" I whispered.
- [16] "Because I want that dream for you," she answered.
- [17] I leaned closer to her.
- [18] "What kind of dream?"
- [19] "A dream where people are treated with kindness and respect," she said. "A dream where children have a chance to learn, grow, and become whatever they hope to be."
- [20] I looked back toward Dr. King.
- [21] Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me.
- [22] I imagined a school where every child felt welcome. I imagined children playing together at recess without anyone being left out. I imagined neighbors helping each other. I imagined people listening before judging someone they did not know.
- [23] As Dr. King continued, I noticed people around us nodding their heads. Some smiled. Some held hands. One man near us quietly said, "That is the future I want too."
- [24] When the speech ended, the crowd cheered. People hugged one another. Mama hugged me so tightly that I laughed.
- [25] On the way home, my feet still hurt, but I did not complain.
- [26] Mama asked, "What will you remember most about today?"
- [27] I thought about the crowd, the hot sun, the songs, and Dr. King's powerful voice.
- [28] Then I thought about his dream.
- [29] "That a dream can belong to everyone," I said.

- [30] Mama smiled.
- [31] “And what will you do with that dream?” she asked.
- [32] I looked out the window as we traveled home.
- [33] “I think I will try to help it come true,” I said.
- [34] I was only eight years old, but that day I learned something I would never forget.
- [35] Big changes can begin with a dream, and even a child can help carry it forward.

Passage 2: "Serve" (Stamina: Medium)

- [1] “Tell me again about President Kennedy,” I said as I placed my recorder on the table between us.
- [2] Grandpa smiled and leaned back in his chair. For my school project, I was interviewing him about the years he had worked in President John F. Kennedy’s administration.
- [3] “Those were exciting days,” Grandpa began. “There was a strong feeling that people could help make the country better.”
- [4] I opened my notebook and clicked my pen.
- [5] “What did President Kennedy care about most?”
- [6] Grandpa thought for a moment before answering.
- [7] “He cared about many things, but one idea came up again and again. He wanted Americans to think about service.”
- [8] Grandpa explained that before Kennedy’s inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country.
- [9] “Were you in those conversations?” I asked.
- [10] “Some of them,” Grandpa said. “There were many people sharing ideas, asking questions, and thinking carefully about what message the new president wanted Americans to hear.”
- [11] I leaned closer.
- [12] “What kind of message?”
- [13] “He did not want people only asking what they could receive,” Grandpa explained. “He wanted us to think about what we could give.”
- [14] I wrote that down slowly.
- [15] “What can we give?” I repeated.
- [16] Grandpa nodded.
- [17] “Exactly.”
- [18] Then he told me about January 20, 1961, the day Kennedy delivered his inaugural address. The weather in Washington, D.C., was cold, and Grandpa remembered standing among many people who had gathered to hear the new president speak.
- [19] “I could see my breath in the air,” Grandpa said. “Everyone was waiting to hear what he would say.”
- [20] When Kennedy challenged Americans to think about what they could do for their country, Grandpa said the crowd seemed to understand the importance of the message.
- [21] “What did you think when you heard it?” I asked.
- [22] “I thought those words could inspire people to act,” he answered. “A speech is only words unless people decide to live by the ideas in it.”
- [23] I liked that sentence, so I underlined it twice.
- [24] A few months later, Grandpa watched the same spirit of service grow through the Peace Corps. Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends.
- [25] “Was the Peace Corps connected to the same idea?” I asked.
- [26] Grandpa smiled.
- [27] “Very much so. It showed that serving your country can also mean serving other people.”

[28] I looked at him for a moment.

[29] “So service does not have to be something huge?”

[30] “Not at all,” Grandpa said. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.”

[31] I glanced at my notebook.

[32] “What about kids?”

[33] Grandpa leaned forward.

[34] “Kids can serve too. You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement.”

[35] I switched off my recorder.

[36] “So the big idea is really about helping?”

[37] Grandpa nodded.

[38] “Helping, caring, and choosing to give something of yourself.”

[39] I wrote one final sentence at the bottom of the page:

[40] A better world begins when we ask, What can I give?

48. Student Annotation Guide

Students annotate for ideas that can be shaped into a response genre. The source's reading genre does not determine the writing genre.

Dream

Look For	Annotation Direction	Why It Matters for a Writing Job
Setting and scene	Mark the crowd, the Lincoln Memorial, the August sun, and the ride home.	These details can help classmates feel the important moment in a personal narrative.
Dialogue and thought	Mark the questions, Mama's words, and the student's thinking about the dream.	Dialogue and reflection develop the experience for the reader.
Lasting effect	Mark the decision to help carry the dream forward.	A reflection helps the audience understand why the experience mattered.

Serve

Look For	Annotation Direction	Why It Matters for a Writing Job
Interview setting	Mark the recorder, notebook, pen, and Grandpa's chair.	Specific details can be selected for the reader and purpose.
Idea of service	Mark what people can give, the Peace Corps, and everyday ways students can serve.	Clear examples can support an informative explanation for younger students.
Reflection	Mark the final sentence, "A better world begins when we ask, What can I give?"	The writer can choose the detail that best fits the audience and writing job.

49. TRACKS Evidence Highlighting

Use TRACKS to notice six measurable kinds of evidence in each passage. The evidence is selected for the response genre and audience, not copied without a purpose.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day 1 Purpose: Students reveal how purpose and audience change genre, detail, style, register, and narrative craft.

Standard	Student Expectation for Today
4.11(A)(i)	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
4.12(A)(ii)	compose literary texts using craft
4(F)(v)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific audience

GATHER ■ TEACH

DAILY DECK SLIDE

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

TEACHER SCRIPT

"A source passage does not choose your response genre for you. Your writing job does. This week we also ask who the reader is, because the audience changes what the writing needs."

Read each direction and have students name the route: Tell a younger student about one meaningful service experience as a story, so the route is narrative. Explain service to a school visitor who needs clear information, so the route is informative. Write a respectful message to a principal requesting a service opportunity, so the route is correspondence.

REVEAL ■ TEACH

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb.
3. Name the audience and what that audience knows, needs, and expects.
4. Select the response genre that best accomplishes the job.
5. Select a planning strategy: brainstorm, freewrite, or map.
6. For formal narrative work, use TRAILS to develop the experience.

TEACHER SCRIPT

"Topic equals a true experience. Purpose equals narrate and reflect. Audience equals classmates who need to feel the moment. Genre equals personal narrative. Planning equals freewrite, then TRAILS."

TEACHER SCRIPT

"Topic equals service. Purpose equals explain. Audience equals a younger student who needs simple examples. Genre equals informative. Planning equals map the main idea and examples."

Embedded check: Ask students to point to the topic, purpose, audience, and genre on the Genre Compass. **Access:** reread each writing direction and allow oral rehearsal; students still make the decision. **Student product:** a first Genre Compass decision.

DAY 2 | ATTEMPT | 15 MINUTES

Day 2 Purpose: Students attempt the module decision through the collaborative game Same Topic, Different Job. Every placement is defended with a writing job reason.

Standard	Student Expectation for Today
4.11(A)(i)	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
4(F)(vi)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific audience

ATTEMPT ○ LEARN

DAILY DECK SLIDE

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

Group Roles: Reader reads the whole writing situation. Decision Maker states the proposed genre and strategy. Evidence Speaker proves the choice using topic, purpose, and audience. Checker compares the decision with the Genre Compass and invites a respectful challenge.

TEACHER SCRIPT

"An attempt is allowed to change. State your first decision, listen to the group, and revise it when a stronger reason appears. A genre name without a topic, purpose, and audience reason does not earn the point."

Embedded check: Listen for a purpose and audience reason before awarding the point. **Access:** allow students to point to the Genre Compass and rehearse the reason. **Student product:** Same Topic, Different Job recording sheet.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day 3 Purpose: Students resolve misconceptions, separate reading genre from writing genre, and use the preparation process independently in a formal personal narrative task.

Standard	Student Expectation for Today
4.12(A)(i)	compose literary texts using genre characteristics
4.12(A)(ii)	compose literary texts using craft
4.11(C)(i)	revise drafts to improve sentence structure
4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

DISCUSS ○ LEARN

TEACHER SCRIPT

"Dream and Serve are both fiction. That tells us how the source is written, not how every response must be written. The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____."

Students select one game card, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision. Students compare brainstorming, freewriting, and mapping. Accept more than one strategy when the student explains how the tool supports the thinking the task requires.

USE: Audience Aware Personal Narrative ✓ ASSESS

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

PREPARE Header	Student Entry
Topic	_____
Purpose	_____
Audience	_____
Genre	Personal narrative
Planning Strategy	Brainstorm / Freewrite / Map
Justification	This route fits because _____.

TRAILS Personal Narrative Planner: T, Topic or Experience; R, Relationships; A, Actions, Thoughts, and Dialogue; I, Important Moment; L, Lesson or Lasting Effect; S, Setting.

TEACHER SCRIPT

"Name one detail your audience needs and one detail it does not need. Show where your ending reveals the lasting effect rather than simply stopping."

Embedded check: Collect the PREPARE header and TRAILS plan. **Access:** offer oral rehearsal and the Audience Lens card; students still choose the route and draft. **Student product:** audience aware personal narrative with a TRAILS plan.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day 4 Purpose: Students identify evidence that preparation improved their writing and select a specific target for the next writing decision.

Standard	Student Expectation for Today
4.11(C)(i)	revise drafts to improve sentence structure
4.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject verb agreement
4(F)(iii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for a specific purpose

AWARD ✓ ASSESS

Choose an award only when you can point to evidence in your plan or draft. Complete: "I award myself for ____ because my work shows ____." Then name the reader benefit.

- Genre Match Award
- Audience Lens Award
- Planning Route Award
- TRAILS Builder Award

- Sentence Architect Award
- Convention Checker Award

TEACHER SCRIPT

"An award in GRADUATE is evidence of growth you can locate in your own work. Name the decision, point to the evidence, and explain the benefit. This helped my reader ____."

TARGET ✓ ASSESS

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

Student product: evidence based Award reflection and a specific Target.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day 5 Purpose: Students use their own plan and writing to teach another learner how a writer moves from a writing situation to a justified genre and an audience aware draft.

Standard	Student Expectation for Today
4.12(A)(ii)	compose literary texts using craft
4(F)(vii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for a specific audience

EXPLAIN / EDUCATE ✓ ASSESS

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your plan or draft, and explain one revision or editing decision.

Fresh Recall: Students close notebooks and orally reconstruct the complete preparation chain from memory. **Day 5**

Closing: Complete aloud: "Preparation makes my writing stronger because ____."

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
Prompt	Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.
Student response	"A kid was alone. I helped. It was nice. The end."
What is working	The student names a moment of including someone.
Teacher notes	This lists events instead of developing the moment. There is no setting, no dialogue, no reflection, and nothing the audience needs to feel the experience.
What needs improvement	Use TRAILS to add a setting, the actions and thoughts of the moment, dialogue, and a reflection that shows why it mattered to the reader.

52. Medium / Approaching Exemplar

Field	Detail
Prompt	Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.
Student response	"At recess, a new boy stood by the wall alone. I felt a little nervous, but I walked over. 'Do you want to play with us?' I asked. He smiled and said yes. We played tag until the bell rang. Now I always look for someone standing alone."
What is working	There is a setting, a line of dialogue, an important moment, and a reflection. The narrative develops the experience for classmates.
Teacher notes	The narrative works, but the sentences are short and similar, and the reflection could show more clearly why the moment mattered.
What needs improvement	Revise two sentences for varied structure, and expand the reflection so the reader understands the lasting effect.

53. High / Secure Exemplar

Field	Detail
Prompt	Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.
Student response	"The cafeteria buzzed with noise, but at the end of our table sat a girl I did not know, staring at her tray. I remembered how it felt to be new, and my stomach tightened. Part of me wanted to keep talking with my friends, but I slid down the bench toward her. 'Is it okay if I sit here?' I asked. She looked up, surprised, and nodded. We ended up laughing about our matching lunchboxes. That day I learned that including someone does not take

	a big, brave act, it takes one small choice to move closer, and it can change an entire afternoon."
What is working	A vivid setting, precise actions and dialogue, a clear important moment, a genuine reflection, and varied sentence structure, all aimed at classmates who need to feel the moment.
Teacher notes	The narrative uses audience-aware craft to develop an experience, exactly what TRAILS and the personal-narrative genre ask for.

Additional Secure Exemplars

Choice	Evidence in the Writing
Audience awareness	The writer gives classmates context and a feeling they can enter.
Narrative craft	The writer uses scene, action, dialogue, thought, and reflection.
Register	The writing sounds personal and clear for classmates.

Secure Response: Audience and Craft

Feature	Secure Evidence
Purpose	The response narrates an experience and shows why it mattered.
Audience	Classmates receive enough context to understand the moment.
Craft	Actions, thoughts, dialogue, and reflection develop the moment.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: A student who understands this module can name topic, purpose, and audience; justify a response genre; choose details, style, and register for the reader; develop an important moment with actions, thoughts, dialogue, and reflection; revise sentence structure; and edit conventions.

Accept varied wording when the student gives a clear purpose and audience reason. A response genre is justified by the writing job, not by the source's reading genre.

55. Standards Evidence Trail

Evidence Point	Standard	What to Look For
Day 1 Reveal	4.11(A)(i)	Students identify topic, purpose, audience, genre, and planning strategy.
Day 2 Attempt	4.11(A)(i)	Students defend a genre with purpose and audience reasoning.
Day 3 Use	4.12(A)(i) 4.12(A)(ii)	Students draft an audience aware personal narrative with craft.
Day 3 and Day 4	4.11(C)(i)	Students revise a sentence for structure.
Day 4	4.11(D)(i) 4.11(D)(vii) 4.11(D)(ix) 4.11(D)(xxxv)	Students check complete simple sentences, agreement, nouns, and spelling.

56. Assessment Opportunities

Informal Assessment: During Day 2 and Day 3, use a quick show-me check: students hold up their work or point to their marked passage when you call a step, so you can see at a glance who is ready to work alone.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Field	Detail
Purpose	Determine whether students can match a response to an audience and develop an audience aware personal narrative.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Medium level passages, Genre Compass, Audience Lens, TRAILS anchor chart, Same Topic, Different Job cards, and student notebooks.
Task	Students perform a formative check in Same Topic, Different Job and draft an independent audience aware personal narrative.
Expected Response	Students choose a genre and justify it with audience, then develop an experience with dialogue and reflection.

Component	Student Requirement
Audience Awareness	Choose details and register that fit the reader.
TRAILS Development	Develop the important moment with dialogue and reflection.
Sentence Revision	Revise at least one sentence for structure.
Editing	Check agreement, nouns, and high frequency spelling.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Read the writing job: Explain the idea of service to a younger student using clear examples.

Topic: _____

Purpose: _____

Audience: _____

Response genre: _____

Planning strategy: _____

Justification: This route fits because _____.

One detail I will include: _____.

58. Exit Ticket Answer Key

Field	Expected Response
Topic	Service
Purpose	Explain
Audience	A younger student who needs simple examples
Response genre	Informative
Planning strategy	Map the main idea and examples
Justification	Clear examples fit a teaching purpose.

59. Scoring Principle

Score the decision and the reason, not a memorized genre label. A strong response names the topic, purpose, audience, route, and a reason the route fits.

60. Gradebook Conversion

Evidence Level	Instructional Interpretation	Next Step
Secure	Matches genre to purpose and audience and explains the choice.	Enrichment: create two openings for two audiences.
Approaching	Names a fitting genre but gives a thin reason.	Confer with the Audience Lens.
Developing	Names the source genre instead of the response genre.	Reteach reading genre versus writing genre.
Beginning	Names a topic without a writing job.	Rehearse topic, purpose, and audience.

61. Recommended Gradebook Label

G4 PREP M2

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Prompt	Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.
Required Header	Topic, Purpose, Audience, Genre: Personal Narrative, Planning Strategy, and Justification.
Non Negotiable Expectations	Use a TRAILS plan, develop the important moment, fit details and register to classmates, revise one sentence for structure, and edit conventions.
Related Standards	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)(xxv)

WRITING REQUIREMENT

Use the module vocabulary as appropriate, especially purpose, audience, genre, register, craft, dialogue, reflection, and revise.

63. Student Planning Frame

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

1. Choose a time you included, helped, encouraged, or served another person.
2. Name what classmates know, need, and expect.
3. Choose details, style, and register for that audience.
4. Plan with TRAILS: Topic, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, Setting.
5. Draft the important moment with actions, thoughts, dialogue, and reflection.
6. Revise one sentence to improve structure.
7. Edit complete simple sentences, subject verb agreement, singular and common nouns, and high frequency spelling.

64. Writing Assignment Rubric

Criterion	4 Secure	3 Approaching	2 Developing	1 Beginning
Genre and audience	Names a fitting personal narrative, audience, purpose, and route and justifies the choices.	Names a fitting route with a partial reason.	Names a genre but the audience reason is unclear.	Does not name the writing job.
TRAILS development	Develops the important moment with setting, actions, thoughts, dialogue, and reflection.	Includes most narrative parts.	Lists events with limited development.	Gives a fragment or unrelated details.
Audience aware craft	Details, style, and register clearly fit classmates.	Most choices fit the reader.	Some choices fit the reader.	Reader needs are not considered.
Revision	Revises sentence structure to make meaning clearer.	Makes a useful structure change.	Changes a sentence slightly.	No sentence revision.
Editing	Checks complete simple sentences, agreement, nouns, and high frequency spelling.	Mostly correct with minor errors.	Some conventions checked.	Meaning is hard to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18 to 20	90 to 100%	Secure audience aware writer	Enrichment with two audiences and two openings.
14 to 17	70 to 89%	Approaching	Confer on the weakest criterion and revise one part.
10 to 13	50 to 69%	Developing	Intervention on audience and narrative craft.
Below 10	Below 50%	Beginning	Reteach the Genre Compass and Audience Lens.

66. Teacher Feedback Shortcuts

- Strength: "You named a clear reader and chose details that fit."
- Strength: "Your dialogue and reflection help the reader enter the important moment."
- Target: "Use the Audience Lens. What does your reader know, need, and expect?"
- Target: "Revise the sentence structure first. Then edit conventions."
- Evidence: "Point to the detail that best fits your purpose and audience."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help naming topic, purpose, audience, genre, or planning strategy.
Group Size	Small group, 3 to 6 students
Time	10 to 12 minutes
Materials	Genre Compass, Audience Lens card, Genre cards, Same Topic, Different Job cards, TRAILS planner, and both provided passages
Relevant Standards	4.11(A)(i) planning; 4.12(A)(i) genre characteristics; 4.11(C)(i) revision

Step 1: Name the Situation. Students state the topic, purpose, and audience from one task card.

CLASS SLIDE

My topic is _____. My purpose is _____. My audience is _____.

Step 2: Use the Genre Compass. Students choose the response genre and complete: "The genre that fits is _____ because the purpose is _____ for _____."

Step 3: Use the Audience Lens. Students name what the reader knows, needs, and expects, then choose one detail and a register.

Step 4: Say It. Students rehearse the choice with a partner, then write it in the PREPARE header.

TEACHER SCRIPT

"The reading genre tells how the source is written. The writing job tells you which response genre fits. Use topic, purpose, and audience as your evidence."

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask who the reader is and what they need.	Students name the audience and one need.	Students think only about the topic.	Use the Audience Lens: know, need, expect.
Ask why a detail or register fits.	Students justify with the audience.	Students change only a greeting.	Press for larger decisions: details, examples, formality.
Ask students to develop, not list.	Students add dialogue and reflection.	Students list events.	Point to the TRAILS Important Moment and Lesson.

69. Student Support Quick Reference

If a Student...	Support to Provide
Ignores the audience	Give an Audience Lens card and ask know, need, expect.
Changes only a greeting for audience	Model changing a detail and the register.
Lists events instead of an experience	Use the TRAILS planner and model the important moment.
Masters quickly	Route to enrichment with two audiences and two openings.

70. Enrichment: Connect Across Texts

Task	Student Work	Reasoning
Same idea, two readers	Use the idea of service from "Serve" for a younger student and a principal.	Details and register change because the audience and purpose change.
Same source, two jobs	Use "Dream" for a personal narrative and an informative explanation.	The reading genre remains fiction, but the response genre changes with the job.
Craft comparison	Explain which single choice made the biggest difference for the reader.	The reader shapes the writing from the beginning.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Take one idea from "Dream" or "Serve" and write it for two different audiences of your choice. Complete a PREPARE header for each, then draft two short openings that fit each reader.

Connection to This Module: This week you learned that purpose and audience change the writing. Now prove you can shape the same idea for two different readers.

Planning Support

1. Choose your idea and your two audiences.
2. For each reader, use the Audience Lens: what do they know, need, and expect?
3. Decide which details and how formal the register should be for each.
4. Draft an opening for each reader.

Success Criteria

- Each opening fits its audience's needs.
- The register, formal or friendly, fits each reader.
- I can explain what changed and why.

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

Revise. Read both openings aloud. Revise one sentence in each so it fits its reader more clearly.

Edit. Check subject verb agreement, singular and common nouns, and high frequency spelling.

Share. Read both openings to a partner. Your partner names each audience and one choice that fits it.

Engagement & Home Connection

73. Auditory Engagement Moments

Listen for the relationship among purpose, audience, and craft instead of waiting for isolated vocabulary words.

TEACHER SCRIPT

"Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. After you decide, use topic, purpose, and audience as the evidence for your choice."

- "A personal narrative for classmates uses dialogue and reflection because the audience needs to enter the experience."
- "A principal facing request uses a respectful register because the audience and purpose are formal."
- "An informative explanation selects clear details because the purpose is to teach."
- "A response can use the same source idea in a different genre when the writing job changes."

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

What is the writing job, and who is the reader? Name the topic, purpose, and audience before you name a genre.

PAUSE POINT: THE AUDIENCE LENS

What does my reader already know, what do they need, and how formal should I sound?

PAUSE POINT: BEFORE YOU DRAFT

Which details and dialogue will help my reader feel the important moment? Plan with TRAILS.

PAUSE POINT: REVISE BEFORE YOU EDIT

Revising improves sentence structure and meaning. Editing checks conventions. Fix the structure first, then check agreement, nouns, and spelling.

75. At Home Connection

These at home tasks turn a student into an audience detective. They need little or no materials and each ends in a short conversation, not a worksheet.

Task Card 1: Two Listeners. Pick one small memory. Tell it once for a younger student and once for a grown up. Talk about how the words and details changed for each listener.

Task Card 2: The Helping Moment. Share a time someone in the family chose to include or help another person. Name the exact moment that mattered most.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As you learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

Directions: This tracker is for YOU. If you can do a skill all by yourself without help, check the box that matches how you feel.

I Can...	Not Yet	Getting Set	I Can Do It
Name what my reader knows, needs, and expects.			
Choose details and register that fit my audience.			
Match one idea to different writing jobs.			
Develop an important moment with dialogue and reflection.			
Revise one sentence for structure and edit conventions.			

One thing I am proud of:

One thing I want to get better at:

77. Student Award

What can I already do? One decision I made successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a response genre or writing for a reader:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you learned that purpose and audience change the writing. You matched one idea to different jobs, used the Audience Lens to decide what your reader needs and how formal to sound, and developed a personal narrative with dialogue and reflection for classmates. The reader shapes the writing from the very beginning."

80. Essential / Overarching Question, Answered

How do purpose and audience change what a writer includes and how the writing sounds?

The reader decides which details to include, which examples are needed, and how formal the register should be. A writer chooses genre, detail, craft, and register to fit the purpose and audience from the start.

Closing thought: A writing task becomes clearer when the writer identifies the job before choosing the form.

81. Teacher Reflection

- Which students use the Audience Lens before drafting?
- Which students still change only a greeting when the audience changes?
- Which students developed the important moment with dialogue and reflection?
- Who is ready for the next module, where writers choose the route and planning strategy?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student Genre Compass decisions and Same Topic, Different Job recording sheets.
- Day 3 audience aware personal narratives with TRAILS plans.
- Day 4 Award and Target reflections.
- Day 5 Teach the Choice and the Craft explanations.
- My Progress Tracker evidence.

Production & Implementation Support

83. Module Slide Deck Build Sheet

The slide deck follows the lesson plan's decision chain and the five day GRADUATE lesson.

Slide	Title	Required Content	Lesson Location
1	The Same Idea, Many Jobs	Grade 4 PREPARE Module 2; purpose and audience change the writing.	Cover
2	Purpose and Audience	Topic to Purpose to Audience to Genre to Planning Strategy.	Day 1 Gather
3	The Genre Compass	Choose the response genre for the writing job.	Day 1 Reveal
4	The Audience Lens	Know, need, expect.	Day 1 Reveal
5	Same Topic, Different Job	Place task cards and defend the route.	Day 2 Attempt
6	Reading Genre and Writing Genre	Both sources are fiction; the response genre comes from the job.	Day 3 Discuss
7	TRAILS	Plan a personal narrative for classmates.	Day 3 Use
8	Narrative Craft	Scene, actions, thoughts, dialogue, reflection.	Day 3 Use
9	Sentence Architect	Revise a sentence for structure.	Day 4 Target
10	Teach the Choice and the Craft	Explain the route and one craft choice.	Day 5

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared screen	Show one student's Genre Compass decision and matching justification.
Annotation	Students mark topic, purpose, audience, and genre on a shared document.
Breakout discussion	Pairs choose a route, name the Audience Lens, and rehearse the reason.
Oral response	Students say the frame aloud before typing.
Asynchronous option	Students submit a PREPARE header, TRAILS plan, and short audience aware opening.
Digital tracking	Students update My Progress Tracker digitally.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Write right on the page.

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	

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Teacher Lesson Plan Guide

Choose the Route and the Planning Strategy

Grade 4 | PREPARE Cluster | Module 3

Grade: 4

Cluster: PREPARE, choosing a response genre and a planning strategy that fit the job

Module: 3 of the cluster

Primary Instructional Category: Writing preparation, response genre, and planning strategy

Module Title: Choose the Route and the Planning Strategy

Content Connection / Passage Titles: the fiction passages "Dream" and "Serve" (Week 3, High Stamina)

Primary TEKS: [4.11\(A\)\(i\)](#), [4.12\(A\)\(i\)](#), [4.12\(A\)\(ii\)](#), and [4.11\(C\)\(i\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens with the idea that the plan matches the job. Different writing jobs call for different ways of organizing thought, so the writer chooses a response genre and the planning strategy that fits.

TEACHER SCRIPT

"Planning becomes powerful when writers understand that different writing jobs call for different ways of organizing thought."

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve,"

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve"

Connection to this week's type of thinking: name the topic, purpose, and audience; use the Genre Compass to name the response genre; then choose brainstorm, freewrite, or map according to the thinking the job needs.

2. Why This Module Matters

Students learn that choosing a planning strategy is part of preparation. Using the richest High-Stamina versions of "Dream" and "Serve," they match a planning route, brainstorm, freewrite, or map, to the response genre and the thinking each job requires. A planning tool is useful only when it helps organize the thinking the selected genre needs.

Where it fits into writing: a writing task becomes clearer when the writer identifies the job before choosing the form. The passage's reading genre does not decide the writing genre a student will produce.

Why it matters beyond this assignment: writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

3. Module Essential / Overarching Question

How does a writer choose a planning strategy that fits the genre and the thinking the job requires?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of what the student is learning this week, a question to ask at home, and one simple way to help.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student continues our Grade 4 PREPARE unit. The focus is planning: writers choose not only a genre but also a planning strategy, brainstorming, freewriting, or mapping, that fits the thinking a job requires. We are reading the richest versions of "Dream" and "Serve," and your student will plan and write a personal narrative about a time they recognized a way to make a positive difference.

Please try this at home: When your student has something to write, ask how they will plan it first. Would it help to list ideas quickly, write freely to find ideas, or draw how ideas connect? Choosing a plan on purpose is the habit we practice this week.

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 nuestra unidad PREPARE de cuarto grado. El enfoque es la planificación: los escritores eligen no solo un género, sino también una estrategia de planificación, lluvia de ideas, escritura libre o mapas, que se ajusta al pensamiento que requiere el trabajo. Leemos las versiones más ricas de "Dream" y "Serve", y su estudiante planificará y escribirá una narración personal sobre una vez que reconoció una manera de hacer una diferencia positiva.

Por favor, intente esto en casa: Cuando su estudiante tenga algo que escribir, pregúntele cómo lo planificará primero. ¿Ayudaría hacer una lista rápida de ideas, escribir libremente para encontrar ideas o dibujar cómo se conectan las ideas? Elegir un plan a propósito es el hábito que practicamos esta semana.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What are different ways to plan before you write?
- When would a quick list, or brainstorm, help more than a map?
- How do you decide which planning strategy fits a job?
- Tell me about a time you recognized a way to make a positive difference.

8. Simple Family Activities

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

Family Activity: Three Ways to Plan

Pick something to plan together, such as a trip, a meal, or a party. Try listing ideas, then talking them through, then drawing how they connect. Ask which way helped most and why.

Family Activity: A Positive Difference

Share a time someone in the family noticed a need and chose to help. Name the moment they recognized what to do.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use the key 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 connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the writing job.
Reveal	■ TEACH	Makes teacher thinking and the Genre Compass visible.
Attempt	○ LEARN	Guided route selection and planning practice.
Discuss	○ LEARN	Students clarify and justify a route.
Use	✓ ASSESS	Independent application to a personal narrative.
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 4, PREPARE Cluster, Module 3
Module Category	Writing preparation, response genre, and planning strategy
Primary TEKS	4.11(A)(i) , 4.12(A)(i) , 4.12(A)(ii) , 4.11(C)(i)
Primary Breakout	Select a genre and plan a first draft for a particular topic, purpose, and audience using brainstorming, freewriting, or mapping.
Spiral TEKS	4.11(D)(i) , 4.11(D)(vii) , 4.11(D)(ix) , and 4.11(D)(xxv)
ELPS	4(C)(i), 4(D)(i)-(iii), and 4(F)(i)-(viii)
Content Connection	Fiction passages "Dream" and "Serve"
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate
Student Product(s)	Genre Route Relay recording sheet; personal narrative with a justified planning strategy and a TRAILS plan; PREPARE Coach explanation.

Standards, Learning & Rigor

12. Learning Destination

BIG Goal: Students will choose and justify both a response genre and a planning strategy that fit the topic, purpose, and audience, then plan and draft a personal narrative.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will compare planning strategies before I choose one.
- I will justify my planning route with the thinking the job requires.
- I will develop an experience with TRAILS rather than list events.

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can choose a planning strategy, brainstorm, freewrite, or map, that fits the job.
- I can explain how my planning strategy organizes the thinking my genre needs.
- I can revise at least two sentences for stronger structure.

13. Success Criteria

- I can name a genre and a planning strategy and justify both.
- I can explain why my planning strategy fits the job.
- I can develop the important moment so my reader can feel it.
- I can revise two sentences for structure and edit conventions.

14. Evidence That Will Demonstrate Mastery

The Day 2 Genre Route Relay recording sheet, the Day 3 personal narrative with a justified planning strategy and a TRAILS plan, and the Day 5 PREPARE Coach explanation demonstrate mastery.

15. TEKS Correlations

Code	Student Expectation	Where It Appears
4.11(A)(i)	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	Genre Compass, route relay, and personal narrative plan
4.12(A)(i)	compose literary texts using genre characteristics	Personal narrative with TRAILS
4.12(A)(ii)	compose literary texts using craft	Purposeful craft, varied sentence lengths, and audience-aware details
4.11(C)(i)	revise drafts to improve sentence structure	Day 4 and the writing assignment
4.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Editing check
4.11(D)(vii)	edit drafts using standard English conventions, including singular nouns	Editing check

4.11(D)(ix)	edit drafts using standard English conventions, including common nouns	Editing check
4.11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words	Editing check

16. Standards Coverage Matrix

Module Move	TEKS	Student Evidence
Name the writing job with topic, purpose, and audience.	4.11(A)(i)	Genre Compass decision
Match genre and planning route.	4.11(A)(i)	Route Relay explanation
Compose a personal narrative.	4.12(A)(i) , 4.12(A)(ii)	TRAILS draft
Revise sentence structure.	4.11(C)(i)	Two revised sentences
Edit conventions.	4.11(D)(i) , 4.11(D)(vii) , 4.11(D)(ix) , 4.11(D)(xxxv)	Marked editing check

17. ELPS Correlations

Code	Connection to the Module
1(E) (Listening)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
1(C) (Listening)	Follow oral directions with accuracy.
2(E) (Speaking)	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.
2(F) (Speaking)	Restate, ask questions about, or respond to information during formal and informal classroom interactions.
3(E) (Reading)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
4(D)(i)-(iii)	write content-area texts using a variety of sentence lengths, sentence types, and transition words
4(F)(i)-(viii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience

ELPS Woven Into Intervention

Support	Language Use
Oral rehearsal	Use the frame "This strategy helps me ____ because ____".
Route cards	Name the genre, purpose, audience, and strategy aloud.

ELPS Woven Into Enrichment

Extension	Language Use
Compare two routes	Explain the advantages of each and justify the stronger route for the audience.
Transfer	Explain what writing job would make the writer switch routes.

18. ELPS Linguistic Accommodations

Need	Support	Rigor Held Constant
Planning vocabulary	Display brainstorm, freewrite, map, genre, purpose, and audience.	Student still selects and justifies the route.
Oral language	Rehearse with a partner before writing.	Student still writes the response.
Sentence structure	Offer a sentence frame and then invite an independent revision.	Student still improves two sentences.

Language Supports

- "The topic is ____."
- "My purpose is ____."
- "My audience is ____."
- "The genre is ____ because ____."
- "I planned by ____ because ____."

19. Language Domains

Domain	How this module builds it
Listening	In Listen, Decide, and Defend, students hear two possible genre and planning routes and choose the one that best fits the writing job.
Speaking	Students defend each Genre Route Relay decision with a writing-job reason and coach a partner through the decision chain.
Reading	Students read the High versions of "Dream" and "Serve" to find the thinking a planning strategy will need to organize.
Writing	Students plan with a justified strategy, develop a personal narrative with TRAILS, and revise for structure.

20. Rigor Safeguard

May Provide	May Not Provide
Read a passage aloud, reread it, provide the Genre Compass, planning-strategy cards, TRAILS anchor chart, sentence frames, and oral rehearsal.	Choose the planning strategy for a student or write the narrative.
Students may use the passage set and anchor charts.	The student must still select a genre and strategy, justify both, plan with TRAILS, and draft independently.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal	Name brainstorm, freewrite, and map.	Supported.	The student names the three strategies.
Inferential	Match a strategy to a writing job.	Guided Days 1 and 2; independent Day 3.	The student explains why a strategy fits.
Evaluative	Plan and develop a narrative and revise for structure.	Partner discussion Day 3; independent Day 5.	The student justifies a route and improves two sentences.

22. The Five Thinking Levels

Level	Thinking Stage	Description
Level 1	Foundational	Student follows directions or repeats information exactly as taught.
Level 2	Emergent	Student begins trying ideas independently but may be uncertain.
Level 3	Visible	Student connects ideas directly to the writing job.
Level 4	Independent	Student combines the writing job with personal reasoning and applies a route.
Level 5	Transfer	Student explains how a route would change for another genre or audience.

The Progression of Thinking

Beginning	Developing	Secure	Transfer
Name strategies.	Match strategy to job.	Justify route and draft.	Compare routes for another audience.

23. Possible Teacher Misconceptions

Misunderstanding	What to Notice	Teacher Move
One strategy is always best.	The student always picks the same tool.	There is no universal winner; the test is whether the tool organizes the thinking this job needs.
The reading genre decides the writing genre.	The student says fiction means narrative every time.	Return to topic, purpose, and audience.
A plan is a finished worksheet.	The student treats the plan as the product.	Explain that the plan organizes thinking so the draft is stronger.
Revising means only adding words.	The student adds words without changing structure.	Revise structure to show relationships among ideas.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Practical Correction
Any plan works for any job.	The student maps a job that needs quick idea generation.	Match brainstorm to generate, freewrite to uncover, and map to connect.
The genre of a passage is the genre of the response.	The student chooses narrative only because "Dream" and "Serve" are fiction.	Use the Genre Compass to identify the writing job.
The plan is the finished draft.	The student stops after the plan.	Use the plan to draft and develop the important moment.
Longer sentences are always stronger.	The student joins ideas without control.	Revise sentence structure for meaning and clarity.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

- 4.11(A)(i)** 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.
- 4.12(A)(i)** compose literary texts using genre characteristics.
- 4.12(A)(ii)** compose literary texts using craft.
- 4.11(C)(i)** revise drafts to improve sentence structure.

26. How I Say the Standard!

TEKS says	How I say it
4.11(A) 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.	I can figure out the writing job, choose the genre that fits, and choose brainstorm, freewrite, or map to plan it.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise at least two sentences so their structure makes my meaning clearer.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft.	I can write a personal narrative with the parts that make it a personal narrative.

27. This Week I Can...

- select and justify a response genre with topic, purpose, and audience
- choose and justify a planning strategy
- develop a personal narrative with TRAILS
- revise at least two sentences for stronger structure

28. Before I Can... Prerequisites

- I can name the topic, purpose, and audience.
- I can tell the difference between the passage's reading genre and the writing genre the job requires.
- I can explain that brainstorm generates, freewrite uncovers, and map connects.
- I can reread and talk about "Dream" and "Serve."

29. Remember This! (60-Second Retrieval)

Complete aloud: "The plan matches the job because ____." Then name the three planning strategies and one thinking each strategy supports.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Module Example
genre	a kind or form of writing	Personal narrative is one possible response genre.
purpose	what the writer wants the writing to do	The purpose can be to tell, explain, respond, or justify.
audience	the people who will read or hear the writing	The audience affects details, style, and register.
strategy	a planned way to organize thinking	Brainstorm, freewrite, and map are planning strategies.

31. Conventions Connection

Students edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement, singular nouns, common nouns, and correct spelling of high-frequency words.

4.11(D)(i) **4.11(D)(vii)** **4.11(D)(ix)** **4.11(D)(xxxv)**

32. Writing Connection

The writing task is a personal narrative about a time the student recognized a way to make a positive difference in a family, class, team, school, or community. The writer selects a planning strategy that fits the experience, justifies the choice, and revises at least two sentences for stronger structure.

33. Watch Out!

Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. Use topic, purpose, and audience as the evidence for the choice.

34. Ready Check

- ☐ I can name the writing job.
- ☐ I can use the Genre Compass.
- ☐ I can choose brainstorm, freewrite, or map.
- ☐ I can justify the route.
- ☐ I can plan and draft a personal narrative.

35. Teacher Look-Fors

- The student names topic, purpose, and audience before choosing a genre.
- The student separates reading genre from writing genre.
- The student explains whether the plan will generate, uncover, or connect ideas.
- The student develops the important moment rather than listing events.

- The student revises two sentences for structure.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Say each word with me. Use the words to name what a writer is doing before drafting."

Word	Meaning	Student Use
topic	what the writing is about	My topic is a time I helped.
purpose	what the writing is meant to do	My purpose is to tell what happened.
audience	who will read or hear it	My audience is my class.
plan	an organized preparation for writing	My plan helps me draft.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Use the precise word that names your route. Explain what the route helps your thinking do."

Word	Meaning	Student Use
genre	a kind of writing with recognizable characteristics	The writing job requires a personal narrative.
brainstorm	list ideas quickly to generate possibilities	I brainstormed moments that could become a narrative.
freewrite	write freely to uncover ideas and thoughts	I freewrote to uncover the moment I wanted to tell.
map	draw how ideas connect	I mapped people, events, and the important moment.
justify	give a reason for a choice	I can justify my route with the thinking the job needs.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"Explain how the job, genre, purpose, audience, and planning strategy work together."

Word	Meaning	Module Connection
response genre	the form of writing selected for a particular job	The response genre is chosen after naming topic, purpose, and audience.
Genre Compass	a tool for naming a response genre	The compass helps the writer choose the route.
craft	deliberate writing choices that shape the reader's experience	Details, dialogue, and sentence choices support the narrative.
register	the level and style of language that fits purpose and audience	The writer chooses language that fits the audience.
TRAILS	a planning and drafting guide for developing an experience	The writer uses TRAILS rather than listing events.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

The same two fiction passages return at their richest: "Dream" and "Serve." The added detail, reflection, and connected ideas give students more thinking to organize with a planning strategy. The teacher should keep the distinction clear: the passage's reading genre is not automatically the writing genre a student will produce.

The Genre Compass Habit

Name the topic, purpose, and audience. Select a response genre. Select the planning strategy that fits the thinking the job requires. Draft, revise, edit, and explain the decisions.

40. Materials Needed

Material	Use
High-Stamina "Dream" and "Serve" passages	Read, reread, and discuss connected ideas.
Genre Compass	Name a response genre from the job.
Planning-strategy cards	Compare brainstorm, freewrite, and map.
TRAILS anchor chart	Plan and develop the personal narrative.
Genre Route Relay cards	Practice choosing and justifying a route.
Student notebooks	Record the decision chain, plan, draft, and revision.

41. Preparation Before Day 1

- ☐ Display the Genre Compass and planning-strategy cards.
- ☐ Prepare the two High-Stamina passages.
- ☐ Prepare a route relay recording sheet.
- ☐ Post the personal narrative prompt and TRAILS anchor chart.
- ☐ Prepare a sentence-revision model and editing checklist.

42. Weekly Timing & Transition Overview

Day	GRADUATE Stage	Student Product
1	Gather and Reveal	Genre Compass model and route explanation
2	Attempt	Genre Route Relay recording sheet
3	Discuss and Use	Personal narrative plan and draft
4	Award and Target	Two revised sentences and editing check
5	Explain and Educate	PREPARE Coach explanation

43. Tiny Times Transition

Use the transition sentence: "Before I draft, I name the job, choose the genre, and choose the route that organizes the thinking." Students show the route card that fits.

Citizenship & Content Connection**44. The Citizenship Connection**

"Dream" shows a student thinking about kindness, respect, opportunity, and a better future. "Serve" shows a student learning that service begins when people recognize a need and decide to contribute. Ask how a personal narrative can show a moment when a student recognized a way to make a positive difference.

Text Idea	Writing Connection
A dream can grow through determination and shared action.	A narrative can develop the moment a writer chose to act.
Service means caring, cooperating, and taking responsibility.	A narrative can show the need, the decision, and the lasting effect.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Genre Compass

Question	Decision
What is the topic?	Name the content.
What is the purpose?	Tell, explain, respond, or justify what the job requires.
Who is the audience?	Choose details, style, and register that fit.
What genre fits the job?	Name the response genre.

Planning Strategy Chart

Strategy	Best Thinking Fit
Brainstorm	Generate possibilities quickly.
Freewrite	Uncover thoughts and a meaningful moment.
Map	Connect people, events, and ideas.

TRAILS Planning Chart

TRAILS Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	The people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	The discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S: Setting	Where and when the experience happens, with details that make the place real.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any word that seems unfamiliar as you are reading.
- **O: Discover.** Discover the meaning of the word as we learn together through our lessons.
- **T: Drop.** Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

A writing task becomes clearer when the writer identifies the job before choosing the form. The Genre Compass names a response genre by using topic, purpose, and audience. The writer then chooses a writing route, brainstorm, freewrite, or map, that matches the thinking required. Brainstorming generates, freewriting uncovers, and mapping connects.

47. Student Source Passage(s)

Passage use: use the two fiction source texts below at high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "Dream" (Stamina: High)

- [1] I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.
- [2] Some people carried colorful signs with hopeful messages. Others sang songs together, while families talked quietly as they waited for the program to begin. Children rested on their parents' shoulders so they could see above the crowd, and volunteers carefully passed cups of water to people who had been standing in the sunshine for a long time.
- [3] I was only eight years old, and everything around me seemed important and unforgettable.
- [4] "Why did everyone come here today?" I asked Mama as we slowly moved forward.
- [5] She looked down at me and smiled.
- [6] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."
- [7] I nodded, although I was still trying to understand exactly what she meant.
- [8] The afternoon was warm, and my feet were getting tired from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.
- [9] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this."
- [10] I looked around again, wondering what I would remember.
- [11] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive memorial rising above us or the reflection of sunlight on the water nearby. Maybe I would remember the excitement in the voices of the people around me.
- [12] Then Dr. Martin Luther King Jr. stepped forward to speak.
- [13] Almost immediately, the people around us became quiet.
- [14] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, and hope for the future. Some of his words were unfamiliar to me, and some of his sentences were longer than the ones I usually heard in school, so I listened carefully and tried to understand his message.
- [15] Then he began speaking about a dream.
- [16] That was a word I understood immediately.
- [17] Dream.
- [18] I had dreams all the time. I dreamed about becoming a teacher, visiting interesting places, learning to play the piano, and someday having a puppy of my own. Until that afternoon, however, I had never considered that an entire country could share a dream.
- [19] I looked up at Mama and noticed tears shining in her eyes.
- [20] "Why are you crying?" I whispered.
- [21] She leaned closer so I could hear her answer.
- [22] "Because I want that dream for you," she said.
- [23] "What kind of dream?"
- [24] "A dream where every person is treated with kindness and respect," she explained. "A dream where children have opportunities to learn, grow, and become the people they are capable of becoming."
- [25] I looked back toward Dr. King and listened even more carefully.
- [26] Suddenly, the speech seemed different to me. It was not only about important leaders, grown-up decisions,

or events that had happened long before I was born. It was also about ordinary families, neighborhoods, classrooms, and children like me.

[27] I imagined a school where every student felt welcome and appreciated. I pictured children sharing crayons, books, playground equipment, and ideas without leaving anyone behind. I imagined teachers encouraging every student to work hard and discover something wonderful about the future.

[28] As Dr. King continued speaking, my imagination traveled even farther.

[29] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance. I imagined people listening patiently when someone else had a different experience or idea.

[30] The more I listened, the more I understood that a dream was not only something that happened while a person slept.

[31] A dream could also be a possibility.

[32] It could be something people hoped for, prepared for, and worked toward together.

[33] Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, "That is the future I want too."

[34] His words stayed in my mind.

[35] I wondered what I could do to help create a better future. I was only eight years old, so I knew I could not solve enormous problems by myself, but perhaps I could begin with smaller actions.

[36] I could invite someone new to play at recess.

[37] I could help a classmate who was having difficulty with an assignment.

[38] I could listen when someone needed encouragement.

[39] I could be respectful, responsible, patient, and generous.

[40] Maybe important changes did not always begin with something enormous. Maybe sometimes they began with one thoughtful decision, followed by another.

[41] When Dr. King finished speaking, the crowd erupted with applause and celebration. People cheered, hugged one another, and smiled with excitement. Mama wrapped her arms around me so tightly that I started laughing.

[42] "You are squeezing me!" I told her.

[43] She laughed too and finally let go.

[44] As we began our journey home, my feet still hurt and I was exhausted from the long afternoon, but I did not complain. My mind was too busy remembering everything I had experienced.

[45] Mama eventually asked, "What will you remember most about today?"

[46] I thought about the enormous crowd, the peaceful songs, the bright sunshine, the impressive memorial, and Dr. King's powerful voice.

[47] Then I thought about the dream.

[48] "That a dream can belong to everyone," I answered.

[49] Mama smiled.

[50] "And what will you do with that dream?" she asked.

[51] I looked out the window and watched the buildings disappear behind us as we traveled farther away.

[52] For several moments, I considered her question carefully.

[53] "I think I will try to help it come true," I finally said.

[54] Mama reached over and squeezed my hand again.

[55] I was only eight years old, but that afternoon I learned something important that I would carry with me for many years.

[56] A dream can begin as an idea, grow through determination, and become stronger when people share it with others.

[57] Most importantly, I learned that even a child can participate in making the world a kinder, more hopeful, and more welcoming place.

Passage 2: "Serve" (Stamina: High)

[1] "Tell me again about President Kennedy," I said as I placed my recorder carefully on the kitchen table between us.

[2] Grandpa smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration.

[3] "Those were exciting days," Grandpa began. "There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

[4] I opened my notebook, clicked my pen, and wrote the date across the top of the page.

[5] "What did President Kennedy care about most?" I asked.

[6] Grandpa paused for a moment because, as he often told me, important questions deserved careful answers.

[7] "He cared about many things," Grandpa said. "But one idea came up again and again. He wanted Americans to think about service, responsibility, and participation. He believed people should not simply wait for someone else to improve the world around them."

[8] I wrote down the words service, responsibility, and participation.

[9] "Were those ideas part of the speech?" I asked.

[10] "Yes," Grandpa said. "Before the inauguration in 1961, many people around President Kennedy discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations."

[11] My eyes widened.

[12] "You actually talked about the speech before he gave it?"

[13] Grandpa laughed softly.

[14] "Not every sentence, of course. President Kennedy and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, and the responsibility people have to contribute to their communities."

[15] I leaned closer because this was the part I had been waiting to hear.

[16] "What did you say?"

[17] Grandpa looked toward the window for a moment, almost as if he were looking back through time.

[18] "I remember saying that people sometimes think government is only about what leaders do for citizens," he explained. "But citizenship is also about what citizens do for one another. A strong country is built when people participate, cooperate, and serve."

[19] I underlined that sentence in my notebook.

[20] Grandpa continued.

[21] "President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give."

[22] I stopped writing.

[23] "What can we give?" I repeated.

[24] Grandpa nodded.

[25] "Exactly. That was the heart of it."

[26] I liked that idea, but I was not sure I completely understood it.

[27] "Give what?" I asked. "Money?"

[28] "Sometimes," Grandpa answered, "but service can mean much more than money. People can give their time, energy, ideas, talents, patience, and encouragement. They can volunteer. They can teach. They can listen.

They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[29] That sounded much bigger than I had expected.

[30] “So when President Kennedy talked about helping the country, he was really talking about helping people too?”

[31] “Very much so,” Grandpa said.

[32] Then he told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[33] “It was extremely cold,” Grandpa said. “There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face.”

[34] “Were there lots of people?” I asked.

[35] “Thousands,” he said. “Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment.”

[36] I tried to imagine Grandpa as a younger man standing outside in the cold.

[37] “Were you nervous?”

[38] Grandpa smiled.

[39] “A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together.”

[40] He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

[41] Then came the part Grandpa had never forgotten.

[42] “When he challenged Americans to think about what they could do for their country,” Grandpa said, “I felt something change in the crowd.”

[43] “What do you mean?”

[44] “It was not loud at first,” he explained. “It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation.”

[45] I wrote the word active beside citizenship.

[46] “What did you think when you heard it?” I asked.

[47] Grandpa’s expression became serious, although he was still smiling.

[48] “I thought those words could inspire people to act,” he answered. “A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them.”

[49] I liked that sentence so much that I underlined it twice.

[50] “So a speech can start something?”

[51] “Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.”

[52] A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

[53] I had heard of the Peace Corps, but I did not know much about it.

[54] “What was the Peace Corps supposed to do?” I asked.

[55] “President Kennedy wanted Americans to volunteer in communities around the world,” Grandpa explained. “People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training.”

[56] “Did they go to other countries?”

[57] “Yes,” Grandpa said. “And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills.”

[58] I thought about that.

[59] “So they were helping, but they were learning too?”

[60] “Exactly,” Grandpa said. “Good service is not about acting as if you are better than someone else. It is about working together.”

[61] That made sense to me.

[62] “Was the Peace Corps connected to the same idea as the speech?”

[63] Grandpa smiled.

[64] “Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even one nation.”

[65] I looked down at my notes and realized how many times I had written the word service.

[66] “So service does not have to be something huge?” I asked.

[67] “Not at all,” Grandpa replied. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute.”

[68] I tapped my pencil against my notebook.

[69] “What about kids?”

[70] Grandpa leaned forward.

[71] “Kids can serve too.”

[72] “How?”

[73] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[74] I smiled.

[75] “Those things do not sound very presidential.”

[76] Grandpa laughed.

[77] “No, but they are important. Service does not need a microphone, a government building, or a famous speech.”

[78] I thought about that for a moment.

[79] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[80] “So the big idea is really about helping?” I asked.

[81] “Helping is part of it,” Grandpa said. “But I would add caring, cooperating, and choosing to take responsibility. Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

[82] I looked at my recorder and realized we had been talking for much longer than I expected.

[83] Before I turned it off, I asked one final question.

[84] “Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?”

[85] He considered my question carefully.

[86] “I hoped they would remember the message,” he said. “Not because the words sounded impressive, but because the idea matters in every generation.”

[87] “What idea?”

[88] Grandpa smiled.

[89] “That a country becomes stronger when people serve one another.”

[90] I switched off my recorder, but I did not close my notebook.

[91] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, and action.

[92] Then I wrote one final sentence at the bottom of the page.
 [93] A better world begins when we stop asking only what we can receive and start asking, What can I give?
 [94] Grandpa read the sentence over my shoulder.
 [95] “That,” he said, “is a message worth remembering.”
 [96] I smiled and circled the words.
 [97] For the first time, I understood why Grandpa had remembered that cold January day for so many years.
 [98] He had not only heard a president deliver a famous speech.
 [99] He had heard an invitation.
 [100] And now, many years later, he was passing that invitation to me.

48. Student Annotation Guide

Dream

Notice	Annotate
Dream as a possibility	Mark the idea that people prepare for and work toward together.
Important moment	Mark when the speaker decides to help the dream come true.
Lasting effect	Mark what the student carries forward.

Serve

Notice	Annotate
Service and participation	Mark the idea that citizens contribute rather than only receive.
Important moment	Mark when the granddaughter understands that service begins with recognizing a need.
Lasting effect	Mark the final invitation passed to her.

49. TRACKS Evidence Highlighting

Use TRACKS to notice the thinking a planning strategy must organize: Time, Reactions, Actions, Character/Concept/Creature, Key Knowledge, and Scenery/Setting. Students may annotate both passages and then choose which ideas belong in a personal narrative.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather ideas about writing jobs, reveal the Genre Compass, and model choosing a response genre and planning strategy.

Standard	Focus
TEKS	4.11(A)(i) select a genre and a planning strategy for topic, purpose, and audience.
ELPS	4(D)(i)-(iii) use sentence lengths, sentence types, and transition words in discussion and writing.

GATHER ■ TEACH

CLASS SLIDE

Meet Our Week: the plan matches the job.

TEACHER SCRIPT

"Before you write, listen to the whole writing situation. Name the topic, purpose, and audience. Then use the Genre Compass to choose the response genre."

Read selected moments from "Dream" and "Serve." Ask students to separate the passages' fiction reading genre from the writing genre a new job might require.

REVEAL ■ TEACH

CLASS SLIDE

Genre Compass: topic, purpose, audience, response genre, planning route.

TEACHER SCRIPT

"The passage is fiction, but the writing job decides what you will produce. Purpose and audience decide the genre."

Model: topic, a moment of recognizing a way to help; purpose, tell what happened and what changed; audience, classmates; response genre, personal narrative; planning strategy, freewrite to uncover the important moment.

Embedded Check: students name the genre and say whether brainstorm generates, freewrite uncovers, or map connects. **Student product:** a completed Genre Compass model.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: practice matching writing jobs to response genres and planning strategies through Genre Route Relay.

Standard	Focus
TEKS	4.11(A)(i) select genre and strategy for topic, purpose, and audience.
ELPS	4(F)(i)-(vii) write or speak to narrate, describe, explain, respond, or justify.

ATTEMPT ○ LEARN

CLASS SLIDE

Genre Route Relay: hear the job, hold up a genre card and a strategy card, and defend the pair.

TEACHER SCRIPT

"Do not choose the easiest route. Choose the route that organizes the thinking the job needs."

Writing Job	Best Route	Reason
Narrative about including someone	Personal narrative and freewrite with TRAILS	Freewriting uncovers the moment; TRAILS organizes it.
Explain three ways to serve using "Serve"	Informative response and map	A map organizes categories and examples.
School-service proposal to evaluate	Opinion or argumentative response and brainstorm	Brainstorming generates reasons before selection.
Formal request for supplies	Correspondence and brainstorm	It collects purpose, audience needs, requested action, and reasons.

Embedded Check: before a pair moves, listen for a genre, a strategy, and a reason that names the job's thinking.

Student product: Genre Route Relay recording sheet.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss the two passages as models of connected ideas, then independently plan and develop a personal narrative.

Standard	Focus
TEKS	4.12(A)(i) , 4.12(A)(ii) , and 4.11(C)(i) .
ELPS	4(F)(i)-(viii) narrate, respond, and justify with details for purpose and audience.

DISCUSS ○ **LEARN**

TEACHER SCRIPT

"What kind of thinking does this writing job require: generating, uncovering, or connecting? Use the topic, purpose, and audience as evidence."

Compare "Dream" and "Serve": both develop a moment when a student recognizes a positive way to contribute. Students explain how freewriting could uncover a moment and how mapping could connect people, events, and effects.

USE ✓ **ASSESS**

CLASS SLIDE

Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community.

Select a planning strategy that fits the experience and justify the choice. Plan with TRAILS. Draft the personal narrative, then revise at least two sentences for stronger structure.

Access without lowering rigor: use oral rehearsal and sentence frames; the student still selects, justifies, plans, drafts, and revises. **Student product:** personal narrative, justified plan, and two revisions.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize successful route selection, target a stronger structure, and complete the editing check.

Standard	Focus
TEKS	4.11(C)(i) revise drafts to improve sentence structure.
ELPS	4(C)(i) use high-frequency and content-area vocabulary.

AWARD ✓ ASSESS

TEACHER SCRIPT

"Your strongest choice is the route you can explain. Name what your plan helped you organize."

TARGET ✓ ASSESS

Students identify one sentence whose structure could be stronger and revise it. Then they revise a second sentence and edit for subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.

Student product: route reflection, two sentence revisions, and edited draft.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: explain the complete preparation chain and transfer the choice to another writing job.

Standard	Focus
TEKS	4.12(A)(ii) compose using craft and explain choices.
ELPS	4(F)(i)-(viii) justify with supporting details for purpose and audience.

EXPLAIN ✓ ASSESS

TEACHER SCRIPT

"Teach your partner how you chose the genre and the planning strategy. Explain how the strategy organized the thinking your job required."

EDUCATE

Each student completes the PREPARE Coach explanation: topic, purpose, audience, genre, planning strategy, TRAILS choice, revised sentence, and convention checked.

Partners restate the writer's purpose and audience, name one choice that fits the genre and plan, ask for one reason, and give evidence-based feedback.

Fresh Recall

Students close notebooks and orally reconstruct the complete preparation chain from memory. Complete aloud: "Preparation makes my writing stronger because ____."

Student product: PREPARE Coach explanation and transfer reflection.

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
Prompt	Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.
Student response	"I helped clean up. It was good. Helping is nice. The end." (No planning strategy named.)
What is working	The student names a moment of helping.
Teacher notes	There is no planning strategy or justification, and the narrative lists events instead of developing the important moment.
What needs improvement	Choose a planning strategy and justify it, then use TRAILS to develop the moment you recognized a way to help.

52. Medium / Approaching Exemplar

Field	Detail
Prompt	Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.
What is working	The student names and justifies a planning strategy, and the narrative has a setting, an important moment, and a lasting effect.
Teacher notes	The plan and narrative work, but the sentences are short and similar, and the reflection could be developed.
What needs improvement	Revise two sentences for varied structure and expand the ending to show the lasting effect.

53. High / Secure Exemplar

Field	Detail
Prompt	Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.
What is working	A justified planning strategy, a vivid setting, precise actions and dialogue, a clear important moment, a genuine reflection, and varied sentence structure.
Teacher notes	The plan organized the thinking and the narrative develops an experience, exactly what Module 3 asks for.

Additional Secure Exemplars

Route	Evidence
Freewrite plus TRAILS	Uncovers a meaningful moment and develops it.
Map	Connects people, actions, and lasting effects.

Secure Response: Evidence and Explanation

Requirement	Secure Evidence
Genre and strategy	Named and justified with topic, purpose, and audience.
Development	Important moment and lasting effect are developed.
Revision	Two sentences improve structure.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept alternate planning strategies when students can justify them and produce a usable plan. The evidence is whether the strategy helps this writer organize the thinking required by the task.

55. Standards Evidence Trail

Evidence	Standard	Look For
Genre Compass	4.11(A)(i)	Genre selected from topic, purpose, and audience.
Route Relay	4.11(A)(i)	Strategy matches the thinking of the job.
Personal narrative	4.12(A)(i) , 4.12(A)(ii)	Genre characteristics and craft.
Revision	4.11(C)(i)	Sentence structure improves meaning.
Editing	4.11(D)(i) , 4.11(D)(vii) , 4.11(D)(ix) , 4.11(D)(xxv)	Agreement, nouns, and high-frequency spelling checked.

56. Assessment Opportunities

Informal Assessment: At each Pause Point, ask students to give a one-sentence answer to a partner, then call on three partners to share. Record a check beside students who explain the step clearly.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Field	Detail
Purpose	Determine whether students can choose and justify a planning strategy and develop a personal narrative.
Materials Needed	The two High-Stamina passages, Genre Compass, planning-strategy cards, TRAILS chart, route relay cards, and notebooks.
Task	Students perform a formative check in Genre Route Relay and an independent task by planning and drafting a personal narrative.
Expected Response	Students choose a genre and planning strategy and justify both, then develop an experience with TRAILS.

Assessment Prompt Bank

Prompt	Expected Thinking
Which route fits a narrative about including someone?	Personal narrative plus freewrite and TRAILS can uncover and organize the moment.
Which route fits an explanation of three connected ideas from "Serve"?	Informative response plus map can organize categories and examples.
Which route fits a formal request for supplies?	Correspondence plus brainstorm can collect audience needs and reasons.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Writing Job: Plan and write a personal narrative about a time you recognized a way to make a positive difference.

My topic is _____. My purpose is _____. My audience is _____.

The response genre I chose is _____ because _____.

The planning strategy I chose is _____ because it helps me _____.

One TRAILS idea I will develop is _____.

One sentence I will revise for structure is _____.

58. Exit Ticket Answer Key

Requirement	Acceptable Evidence
Genre	Personal narrative named and connected to the job.
Strategy	Brainstorm, freewrite, or map named and justified.
TRAILS	Important moment and lasting effect identified.
Revision	Sentence structure named for revision.

59. Scoring Principle

Score the decision chain first: genre fits the topic, purpose, and audience; planning strategy fits the thinking; the plan supports the draft; and revision improves sentence structure. Alternate routes are valid when justified.

60. Gradebook Conversion

Level	Description
Secure	Chooses and justifies genre and strategy, develops the narrative, revises two sentences, and edits conventions.
Approaching	Chooses a workable route and drafts, but justification or development needs support.
Developing	Names a moment but does not yet match the route to the thinking or develop the moment.

61. Recommended Gradebook Label

G4 PREP M3

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt	Student Requirements
Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community.	Select a planning strategy that fits your experience and justify the choice. Use TRAILS. Develop the important moment. Revise at least two sentences for stronger structure. Edit conventions.

63. Student Planning Frame

Step 1: The Job Topic: _____ Purpose: _____ Audience: _____ Genre: _____

Step 2: The Route Brainstorm, freewrite, or map: _____. It fits because _____.

Step 3: TRAILS Topic or Experience: _____ Relationships: _____ Actions, Thoughts, and Dialogue: _____ Important Moment: _____ Lesson or Lasting Effect: _____ Setting: _____

64. Writing Assignment Rubric

Component	Secure	Approaching	Developing
Genre and plan	Names and justifies both.	Names both; reason is partial.	Names neither clearly.
TRAILS development	Develops important moment and lasting effect.	Includes a moment with limited development.	Lists events.
Craft	Uses details, dialogue, and varied sentence structure.	Uses some details and sentence variety.	Uses few details or repeated structures.
Revision and editing	Revises two sentences and edits conventions.	Revises or edits with support.	Does not yet revise or edit independently.

65. Writing Gradebook Conversion

Score	Meaning
4	Secure across route, development, craft, revision, and editing.
3	Mostly secure; one component needs a next step.
2	Approaching; support needed to justify or develop.
1	Developing; names a moment but needs the full decision chain.

66. Teacher Feedback Shortcuts

- Name the job before choosing the genre.
- Explain what your route helps you generate, uncover, or connect.
- Develop the important moment instead of listing events.
- Revise the sentence structure before editing conventions.
- Show how the plan matches the job.

Response to Student Need

67. Intervention: Name the Thinking

Teacher Move	Expected Response	Teacher Response
Ask students to name a strategy.	Brainstorm, freewrite, or map.	There is no universal winner; match the tool to the thinking.
Ask why the strategy fits.	Generate, uncover, or connect.	Ask what thinking the job needs first.
Ask students to develop, not list.	Important moment and reflection.	Point to TRAILS and model development.

Intervention Recheck: give one new writing direction with the same decision structure. Mastery evidence is an independently selected route plus a topic, purpose, and audience justification.

68. Embedded Checks & Student Support

Check	Evidence	Common Misconception	Teacher Response
Name a strategy.	Student names three strategies.	Always picks the same tool.	Match the tool to the thinking.
Explain the fit.	Student explains generate, uncover, or connect.	Chooses without a reason.	Ask what the job needs.
Develop a moment.	Student develops the important moment.	Lists events.	Use the TRAILS planner.

69. Student Support Quick Reference

If a student...	Support to Provide
Always picks one strategy	Offer two strategy cards and ask which organizes this job.
Chooses a strategy with no reason	Use the frame "This strategy helps me ____ because ____."
Lists events instead of an experience	Use the TRAILS planner and model the important moment.
Masters quickly	Require two defensible routes and a comparison.

70. Enrichment: Connect Across Texts

Enrichment	Task
Compare routes	Create two defensible planning routes for the same genre, compare their advantages, and select the stronger route for the audience.
Connect texts	Use one idea from "Dream" and one from "Serve" to explain how recognizing a need can lead to action.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one idea from "Dream" or "Serve" and plan it two different ways with two different planning strategies. Then choose the plan that would produce the stronger draft and explain why.

Planning Support

1. Name topic, purpose, and audience.
2. Plan the idea once with one strategy.
3. Plan it again with a second strategy.
4. Choose the plan that organizes the thinking better and explain why.

Success Criteria

- I planned the same idea two ways.
- I chose the stronger plan and justified it.
- My choice fits the thinking the job needs.

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

Revise: use the chosen plan to draft an opening, then revise one sentence to improve its structure.

Edit: check subject-verb agreement, singular and common nouns, and high-frequency spelling.

Share: show both plans to a partner. The partner names which plan they would choose and why.

Engagement & Home Connection

73. Auditory Engagement Moments

Approach: Listen, Decide, and Defend. Students hear two possible genre and planning routes, choose one, defend the decision, and revise the choice when a stronger reason is offered.

TEACHER SCRIPT

"Your ears have a job. Listen to the whole writing situation before you decide. Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. After you decide, use topic, purpose, and audience as the evidence for your choice."

74. Pause Points

Before Choosing a Genre: What is the writing job? Name the topic, purpose, and audience.

Choosing the Plan: What thinking does this job need, to generate, uncover, or connect ideas?

Before You Draft: Does my plan organize the thinking my narrative needs?

Revise Before You Edit: Revising improves structure and meaning. Editing checks conventions.

75. At-Home Connection

When the student plans a piece of writing, ask which planning way they chose and why. Talking about the plan, not just the finished writing, builds a lifelong habit.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for you. If you can do it all by yourself without help, color in or check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Name the three planning strategies.	☐	☐	☐
Match a planning strategy to a writing job.	☐	☐	☐
Justify why my strategy fits the thinking the job needs.	☐	☐	☐
Develop an important moment with TRAILS.	☐	☐	☐
Revise two sentences for structure and edit conventions.	☐	☐	☐

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

PREPARE Route Builder

This student named the job, chose a response genre, selected a planning strategy, and explained why the plan matches the thinking required.

78. Student Target

My next target is to _____ so my plan can help me
_____.

Teacher Closure & Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

"This week you learned that planning is part of preparation. You matched planning strategies to writing jobs, chose a strategy on purpose, justified it, and used it to plan and develop a narrative. There is no single best plan. The best plan is the one that organizes the thinking your job needs."

80. Essential / Overarching Question, Answered**How does a writer choose a planning strategy that fits the genre and the thinking the job requires?**

By naming the thinking the job needs, to generate, uncover, or connect ideas, and choosing brainstorm, freewrite, or map to match, then justifying the choice and using it to organize the draft. Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

81. Teacher Reflection

Reflect on which students choose a planning strategy on purpose, which still treat one strategy as the only right answer, and which use the plan to develop the important moment.

- Which students choose and justify a route?
- Which students need another comparison of strategies?
- Which students used their plan to develop the important moment?
- Who is ready to transfer the full genre decision independently?

82. Teacher Artifacts of Effectiveness

- Genre Compass decisions
- Genre Route Relay recording sheets
- Day 3 personal narratives and TRAILS plans
- Two-sentence revisions and editing checks
- Day 5 PREPARE Coach explanations

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Choose the Route and the Planning Strategy	Grade 4 PREPARE Cluster Module 3; High Stamina; "Dream" and "Serve".	Cover
2	Meet Our Week	Topic, purpose, audience, response genre, and planning route.	Learning Destination
3	The Genre Compass	Purpose and audience decide the genre.	Day 1 Reveal
4	Three Planning Strategies	Brainstorm generates, freewrite uncovers, map connects.	Day 1 Reveal
5	Genre Route Relay	Choose and defend a route.	Day 2 Attempt
6	TRAILS	Develop the important moment.	Day 3 Use
7	Plan and Draft	Personal narrative prompt and success criteria.	Day 3 Use
8	Revise Structure	Revise two sentences.	Day 4 Target
9	Coach a Partner	Explain the route and why it fits.	Day 5 Explain

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Share one Genre Compass and route decision.
Annotation	Students mark topic, purpose, audience, genre, and strategy on a shared document.
Breakout discussion	Pairs defend a route and explain the thinking it organizes.
Oral response	Students say the decision chain before typing it.
Digital tracking	Students update My Progress Tracker digitally.

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after you teach the module. Write right on the page.

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

Independent Genre Decision and Transfer

Grade 4 | PREPARE Cluster | Module 4

Grade: 4

Cluster: PREPARE, a writing-readiness cluster about choosing a response genre

Module: 4 of the cluster

Primary Instructional Category: Writing readiness / independent genre decision and transfer

Module Title: Independent Genre Decision and Transfer

Content Connection / Passage Titles: the fiction passages "Dream" and "Serve" at Very High stamina

Primary TEKS: [4.11\(A\)\(i\)](#), [4.12\(A\)\(i\)](#), [4.12\(A\)\(ii\)](#), [4.11\(C\)\(i\)](#), and [4.11\(D\)\(i\), \(vii\), \(ix\), \(xxv\)](#)

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

Writing Standards Woven Into This Module

The standards below are the Grade 4 expectations named in the lesson plan. Each one is practiced through an independent genre decision, planning route, personal narrative, revision, editing, or transfer.

- **4.11(A)(i)** 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.
- **4.12(A)(i)** compose literary texts using genre characteristics.
- **4.12(A)(ii)** compose literary texts using craft.
- **4.11(C)(i)** revise drafts to improve sentence structure.
- **4.11(D)(i)**, **4.11(D)(vii)**, **4.11(D)(ix)**, and **4.11(D)(xxv)** edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement, singular nouns, common nouns, and correct spelling of high-frequency words.
- ELPS 4(C)(i), ELPS 4(D)(i)-(iii), and ELPS 4(F)(i)-(viii) support vocabulary, sentence variety, narration, explanation, response, and justification for purpose and audience.

1. A Little Inspiration Goes a Long Way!

TEACHER SCRIPT

"The goal of preparation is independence: students can face a new writing situation, choose a route, explain the choice, and begin with confidence."

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve,"

TEACHER SCRIPT

"Dream"

TEACHER SCRIPT

"Serve"

A writing task becomes clearer when the writer identifies the job before choosing the form. This module asks students to apply the complete Genre Compass independently and transfer the same content into another response form.

Signature idea: purpose and audience decide the genre.

2. Why This Module Matters

This is the capstone of the PREPARE cluster. Students apply the complete Writer Decision Chain without teacher-selected answers. Using the longest, richest versions of "Dream" and "Serve," they defend a genre choice with topic, purpose, and audience evidence, complete a personal narrative, revise and edit, and then explain how the same content would change in another genre.

Where it fits into writing: preparation becomes independence. Students face a new writing situation, choose a route with the Genre Compass, explain the choice by purpose and audience, and begin with confidence.

Why it matters beyond this assignment: independent writers analyze a new task, select and justify a response genre, plan with an effective strategy, draft, revise, edit, and transfer the same content into another response form.

3. Module Essential / Overarching Question

How does an independent writer explain the whole path from a new writing situation to a finished response and transfer it?

Students record their first thinking before the five-day lesson and return to the question after they explain and transfer their writing decision.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of what their student is learning this week, a question they can ask at home, and one simple way to help.

How to Send It: share the letter in the language each family prefers. The conversation starter and family activity can be shared in a class stream, on paper, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student finishes our Grade 4 PREPARE unit. The goal is independence: your student analyzes a new writing situation, chooses and justifies a genre and a planning strategy, writes a personal narrative, revises and edits, and then explains how the same idea would change in another kind of writing. We are reading the fullest versions of "Dream" and "Serve."

Please try this at home: After your student writes or tells about an experience, ask, "How would this change if you wrote it as a letter or an explanation instead of a story?" Noticing what must change and what can stay is the transfer thinking we celebrate this week.

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

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

Estimadas familias:

Esta semana su estudiante termina nuestra unidad PREPARE de cuarto grado. La meta es la independencia: su estudiante analiza una nueva situación de escritura, elige y justifica un género y una estrategia de planificación, escribe una narración personal, revisa y corrige, y luego explica cómo cambiaría la misma idea en otro tipo de escritura. Leemos las versiones más completas de "Dream" y "Serve".

Por favor, intente esto en casa: Después de que su estudiante escriba o cuente una experiencia, pregunte: "¿Cómo cambiaría esto si lo escribieras como una carta o una explicación en lugar de un cuento?" Notar lo que debe cambiar y lo que puede permanecer es el pensamiento de transferencia que celebramos esta semana.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- Can you explain the whole path from a writing situation to a finished piece?
- How would the same idea change if you wrote it as a letter instead of a story?
- What stays the same across genres, and what has to change?
- Tell me about a time an idea or a person changed what you decided to do.

8. Simple Family Activities

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

Family Activity: One Idea, Two Forms

Pick one small experience. Tell it as a story, then say how you would turn it into a thank-you note. Talk about what changed and what stayed.

Family Activity: Teach It Back

Have your student teach you the decision chain, topic, purpose, audience, genre, and strategy, for something they want to write. If the student can teach it, the student owns it.

Teacher Road Map

9. Teacher Navigation Key

- **Genre Compass:** a tool for naming a response genre.
- **Complete decision chain:** topic to purpose to audience to response genre to planning strategy.
- **Source genre versus response genre:** the passage gives content; the writing direction gives the job.
- **Core rule:** purpose and audience decide the genre.
- **Planning routes:** brainstorming, freewriting, and mapping are matched to the thinking the job requires.
- **TRAILS:** the narrative planning route for topic or experience, relationships, actions/thoughts/dialogue, important moment, lesson or lasting effect, and setting.

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence that preparation has become independence.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students retrieve the complete Genre Compass and name the writing job.
Reveal	■ TEACH	The teacher models the decision chain with "Dream" and "Serve".
Attempt	○ LEARN	Students defend genre and planning-route choices in Genre Court.
Discuss	○ LEARN	Students separate a passage genre from the response genre.
Use	✓ ASSESS	Students complete and justify a personal narrative independently.
Award	✓ ASSESS	Students name evidence of growth in their own plan or draft.
Target	✓ ASSESS	Students choose one specific next decision to practice.
Explain / Educate	✓ ASSESS	Students teach the full path and name a transfer idea.

11. Module at a Glance

Module 4 completes the Grade 4 PREPARE unit. Students apply the complete Writer Decision Chain independently: they analyze a new writing situation, select and justify a response genre, choose an effective planning strategy, develop a personal narrative, revise and edit, and then transfer the same content into another response form.

Field	This Module
Cluster / Module	Grade 4, PREPARE Cluster, Module 4
Module Category	Writing readiness / independent genre decision and transfer
Primary TEKS	4.11(A)(i) , 4.12(A)(i) , 4.12(A)(ii) , 4.11(C)(i) , 4.11(D)(i) , (vii), (ix), (xxv)
Reading Focus	The Very High stamina fiction passages "Dream" and "Serve"
Writing Focus	Personal narrative, genre justification, revision, editing, and transfer
Daily Lesson Time	15 minutes per day, 5 days
Student Product	A personal narrative for a school audience and a transfer explanation

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will independently analyze a new writing situation, select and justify a response genre, choose an effective planning strategy, complete a personal narrative for a school audience, revise sentence structure, edit the final draft for the PREPARE conventions, and explain how the same content would change in another response form.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will justify my genre and plan with writing-job language, not framework names alone.
- I will complete and edit a personal narrative for a school audience.
- I will explain how the same idea would change in another genre.

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can explain the whole decision chain from writing situation to finished draft on my own.
- I can revise sentence structure and edit for the PREPARE conventions.
- I can transfer the same content into another response genre and explain what changes.

13. Success Criteria

Students use these criteria to check their independent work.

- I can name and justify a genre and plan without the anchor chart.
- I can complete, revise, and edit a personal narrative.
- I can explain one way the same content would change in a second genre.
- I can teach my decision chain to a partner from memory.

14. Evidence That Will Demonstrate Mastery

- The Day 2 Genre Court recording sheet.
- The Day 3 independent personal narrative with a justification and TRAILS plan.
- The Day 4 revised and edited draft with a specific target.
- The Day 5 Genre Expert Fair explanation, including a transfer idea.

15. TEKS Correlations

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
4.11(A)(i)	Writing Process	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	Genre Compass and planning route	Planning header and assignment
4.12(A)(i)	Writing Genre	compose literary texts using genre characteristics	Day 3	Personal narrative and TRAILS	Writing assignment
4.12(A)(ii)	Writing Genre	compose literary texts using craft	Days 3-5		

				Purposeful craft and audience-aware details	Draft and Genre Expert Fair
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 3 and Day 4	Sentence-structure revision	Revised draft
4.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 4	Final editing sweep	Edited draft
4.11(D)(vii)	Editing	edit drafts using standard English conventions, including singular nouns	Day 4	Final editing sweep	Edited draft
4.11(D)(ix)	Editing	edit drafts using standard English conventions, including common nouns	Day 4	Final editing sweep	Edited draft
4.11(D)(xxv)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 4	Final editing sweep	Edited draft

16. Standards Coverage Matrix

This matrix classifies the Grade 4 expectations as primary and names where they occur.

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	4.11(A)(i)	Select a genre for a particular topic, purpose, and audience using a range of strategies.	Genre Compass, Genre Court, and personal-narrative header
PRIMARY	4.12(A)(i)	Compose literary texts using genre characteristics.	TRAILS personal narrative
PRIMARY	4.12(A)(ii)	Compose literary texts using craft.	Actions, thoughts, dialogue, setting, and lasting effect
PRIMARY	4.11(C)(i)	Revise drafts to improve sentence structure.	Day 3 model and Day 4 draft sweep
PRIMARY	4.11(D)(i), (vii), (ix), (xxv)	Edit drafts using the named Grade 4 conventions.	Day 4 editing checklist
SPIRAL	ELPS 4(F)(i)-(viii)	Write to narrate, describe, explain, respond, or justify with supporting details for purpose and audience.	Oral rehearsal, written justification, and transfer

17. ELPS Correlations

These ELPS expectations support writing process, genre, revision, and editing in the lesson plan.

ELPS	Domain	Student Expectation	Where Taught
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Days 1-5
4(F)(i)-(iii), (v)-(vii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience	Days 1-5
4(D)(i)-(iii)	Writing	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-4
4(F)(i)-(viii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience	Days 3-5
4(E)(ii)	Writing	write content-area-specific text using grammatical structures	Day 4

ELPS Woven Into Intervention

ELPS	Support	How It Looks
4(C)(i)	Vocabulary	Offer the words topic, purpose, audience, genre, strategy, revise, edit, and transfer for oral rehearsal.
4(D)(i)-(ii)	Sentence structure	Let students rehearse the full decision chain before writing.
4(F)(i)-(viii)	Purpose and audience	Provide the frame: "The response should be ____ because the purpose is ____ for ____."

ELPS Woven Into Enrichment

ELPS	Extension	How It Looks
4(C)(i)	Vocabulary	Teach the decision chain to a partner using content-area vocabulary.
4(D)(i)-(iii)	Sentence variety	Explain how a sentence-structure revision improves meaning.
4(F)(i)-(viii)	Transfer	Explain what can stay and what must change in another response genre.

18. ELPS Linguistic Accommodations

All tasks remain open to English learners at any proficiency level. Supports are built in, not bolted on.

Proficiency Level	Language Objective	Support
Pre-Production	Point to each link in the decision chain.	Use icons or gestures for topic, purpose, audience, genre, and strategy.
Beginning	Name a genre and give one reason.	Use: "I choose ____ because the purpose is ____ for ____."
Intermediate	Explain how purpose and audience support a genre.	Underline the purpose verb and box the audience in a task.
High Intermediate	Defend a planning route.	Use: "My planning strategy is ____ because the genre needs ____."
Advanced	Explain a transfer.	Use: "I would keep ____ and change ____ for the new genre."

Language Supports

- Provide a five-link decision-chain strip.
- Allow oral rehearsal before writing while keeping the decision with the student.
- Keep the Genre Compass and planning-strategy guide visible, then fade support.

19. Language Domains

Domain	How This Module Builds It
Listening	In Partner Teach-Back, students listen to a new writing situation carefully enough to teach the decision chain in their own words.
Speaking	Students defend genre decisions in Genre Court and teach their decision chain at the Genre Expert Fair.
Reading	Students read the fullest versions of "Dream" and "Serve" to synthesize experience, ideas, and action across an extended fiction text.
Writing	Students independently plan, draft, revise, and edit a personal narrative, and describe a transfer into a second genre.

20. Rigor Safeguard

Safeguard	Teacher Action	Student Responsibility
Access	Read a passage aloud, reread it, and let students use anchor charts, sentence frames, and oral rehearsal.	Use supports while owning the decision.
Independence	Do not make the genre, planning, or transfer decision for a student or write the narrative.	Independently analyze the task, select and justify a genre and plan, draft, revise, edit, and explain a transfer.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of Thinking
Literal			

	Name each link in the Writer Decision Chain.	Supported early, then faded.	The student states topic, purpose, audience, genre, and strategy.
Inferential	Justify a genre and plan for a new task.	Independent by Day 2.	The student defends choices with writing-job language.
Evaluative	Complete, revise, and edit a narrative and explain a transfer.	Independent by Day 5.	The student produces a finished draft and a clear transfer note.

22. The Five Thinking Levels

Use these levels to name the independence a task requires.

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	The student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	The student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	The student connects ideas directly to the writing job.
Level 4	Green	Independent	The student combines evidence with personal reasoning, applying understanding to a full decision chain.
Level 5	Blue	Reflective	The student connects the decision to transfer or broader writing habits.

The Progression of Thinking

Stage	Student Thinking	Task
Recall	Name each decision.	Identify: state topic, purpose, audience, genre, and strategy.
Skill	Defend a genre decision for a new task.	Categorize: argue a Genre Court case with a writing-job reason.
Strategic	Complete, revise, and edit a narrative independently.	Connect: own the full path from situation to draft.
Extended	Transfer the same content into another genre.	Analyze and create: explain what changes and what stays.

23. Possible Teacher Misconceptions

What Teachers May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The source genre decides the response genre.	The student says a passage is fiction and assumes the response must be fiction.	Use: "The passage is ____, but the response should be ____ because the writing purpose is ____ for ____."
A genre label is an explanation.	The student names a genre without a purpose-and-audience reason.	Require writing-job language: purpose, audience, and what the job needs.
Transfer means rewriting everything.	The student starts over for the second genre.	Show what can stay, the core idea or experience, and what must change, the form, details, and register.
Independence means no plan.	The student skips planning to look finished.	Independence means owning the plan, not skipping it.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The passage genre and response genre are the same.	The student calls both passages fiction and chooses a personal narrative for every task.	Separate the reading genre from the writing job.
The fastest genre is the best genre.	The student chooses before reading the full situation.	Read the complete task and name topic, purpose, and audience first.
Editing can replace revising.	The student fixes spelling and calls it revised.	Revise structure first for meaning; edit conventions last.
A planning route is a rule.	The student believes only one strategy can work.	Accept brainstorming, freewriting, or mapping when the student explains the fit.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Primary TEKS focus: [4.11\(A\)\(i\)](#), [4.12\(A\)\(i\)](#), [4.12\(A\)\(iii\)](#), [4.11\(C\)\(i\)](#), [4.11\(D\)\(i\)](#), [4.11\(D\)\(vii\)](#), [4.11\(D\)\(ix\)](#), and [4.11\(D\)\(xxxv\)](#).

Students 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; compose a personal narrative using genre characteristics and craft; revise sentence structure; and edit the named Grade 4 conventions.

26. How I Say the Standard!

TEKS says	How I say it
4.11(A) 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.	I can choose the kind of writing that fits my topic, my purpose, and my audience, then plan it by brainstorming, freewriting, or mapping.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise my sentences so their structure makes my meaning clearer.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check that my simple sentences are complete and that subjects and verbs agree.
4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft.	I can write a personal narrative that has the parts a narrative needs.

27. This Week I Can...

I can select and justify a response genre by using the topic, purpose, and audience, choose a planning route, complete a personal narrative, revise, edit, and transfer the same content into another response genre.

28. Before I Can... Prerequisites

- I can name the difference between a passage genre and a response genre.

- I can name a writing purpose with a verb such as narrate, explain, justify, request, reflect, or investigate.
- I can name an audience and what that audience needs.
- I can choose brainstorming, freewriting, or mapping and explain why it fits.
- I can use TRAILS when the formal job is a personal narrative.

29. Remember This! (60-Second Retrieval)

Remember the complete path: topic to purpose to audience to response genre to planning strategy.

TEACHER SCRIPT

"The passage gives you content. The writing direction gives you the job. Say the whole chain aloud before you draft."

30. Vocabulary Infusion

Use these words in oral rehearsal and in the writing assignment.

Word	Student-Friendly Meaning	Oral Rehearsal Frame
Genre Compass	a tool for naming a response genre	The Genre Compass points me to ____ because the job is ____ for ____.
purpose	what the writing must do	My purpose is to ____.
audience	the reader or readers the writing is for	My audience is ____.
route	a planned way to complete the writing job	My route is ____ because the job needs ____.

31. Conventions Connection

Revision and editing are different moves. Revision improves sentence structure and meaning. Editing checks complete simple sentences with subject-verb agreement, singular nouns, common nouns, and correct spelling of high-frequency words.

Teacher model: Original: *I heard the words. I changed my mind. I helped.* Revision: *After I heard the words, I changed my mind and decided to help.*

32. Writing Connection

Writing choices must match the job. A personal narrative uses a real experience, an important moment, actions, thoughts, dialogue, setting, and a lasting effect. The justification names why narrative is the best formal genre for the assigned purpose and audience.

33. Watch Out!

Watch out for a genre name without a reason, a response genre copied from the passage genre, a planning route chosen before the full task is read, and editing that replaces revision.

TEACHER SCRIPT

"A genre name without a topic-purpose-audience reason does not earn the point. Explain what the writing job requires."

34. Ready Check

Before Day 1, ask students to say the five links from memory: topic, purpose, audience, genre, strategy. Then present one short writing situation and listen for a complete reason.

- Can the student identify the writing job?
- Can the student explain why purpose and audience support the genre?
- Can the student choose or confirm a planning route?

35. Teacher Look-Fors

Look for a student who names the topic in a short phrase, uses a writing verb for purpose, names the audience and what that audience needs, selects a response genre, selects a planning strategy, and can explain the decision without relying on a framework name alone.

During the narrative, look for a meaningful experience, relationships, precise actions, thoughts or dialogue, an important moment, a lesson or lasting effect, and setting.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"This week we preview the words independent writers use to explain and transfer their decisions. We will use everyday words, academic writing words, and words from our passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
plan	to decide the steps before you begin	My plan is to ____.
choose	to pick on purpose	I choose ____ because ____.
help	to make things easier or better for someone	I chose to help by ____.
notice	to see or pay attention to something	I noticed a way to ____.
change	to become different	What must change is ____.
decide	to make up your mind	I decided to ____.
share	to give part of what you have to others	I shared ____ with ____.
story	a telling of events, real or imagined	My story is about ____.
reader	the person who reads what a writer makes	My reader needs to ____.
explain	to make a decision or idea clear	I can explain my choice because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Now we use academic writing words to explain why a route fits the job and how the same content can transfer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
synthesis	bringing many ideas together into one whole	My synthesis connects ____ and ____.
transfer	using the same content or skill in a new form or situation	I can transfer this idea into ____.
justify	to give reasons that support a decision	I justify my genre because ____.
conventions	the agreed rules of written language	I checked the conventions in ____.
revision	improving ideas, organization, or sentences	My revision made ____ clearer.
reflection	a writer's thinking about what an experience meant	My reflection shows ____.
genre	a kind of writing, such as narrative or informative	The genre that fits is ____.
draft	an early version of a piece of writing	In my draft I ____.
strategy	a planned way of doing something	My planning strategy is ____.
audience	the reader or readers the writing is for	The audience is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage and concept words help you explain the ideas in "Dream" and "Serve" and connect them to a writing job."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
significance	sig-NIF-i-kuhns	why something matters or the meaning it carries	The significance of this moment is ____.
courage	KUR-ij	the strength to do what is right even when it is hard	Courage looks like ____.
inclusion	in-KLOO-zhun	making sure everyone is welcomed and included	Inclusion means ____.
participation	par-tis-uh-PAY-shun	taking part in something with others	Participation looks like ____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by ____.
service	SUR-vis	helping others and the community	Service means ____.
determination	di-tur-muh-NAY-shun	the choice to keep working toward a goal	Determination helped ____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by ____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is ____.
Peace Corps	PEES kor	a service organization whose volunteers help communities in other countries	The Peace Corps helped by ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

This module uses the Very High stamina versions of two fiction passages connected to real history. "Dream" follows a young narrator through Dr. Martin Luther King Jr.'s march from arrival to lasting resolve. "Serve" is an extended interview in which a granddaughter learns about President John F. Kennedy's 1961 inauguration, the call to service, the Peace Corps, and how the message is passed to a new generation.

The fullest passages carry a year's worth of synthesis, experience, civic ideas, reflection, and action. Module 4 asks students to make the complete Writer Decision Chain on their own, defend it with writing-job language, complete and polish a personal narrative, and then transfer the same content into another genre.

40. Materials Needed

Materials	Use
Very High stamina copies of "Dream" and "Serve"	Students read, discuss, annotate, and use both fiction passages.
Complete Genre Compass chart	Students name topic, purpose, audience, genre, and strategy.
Genre Court case cards	Students practice independent route decisions.
Planning strategy cards	Students compare brainstorming, freewriting, and mapping.
TRAILS planners	Students develop the personal narrative.
Revision and editing checklist	Students revise sentence structure and edit the named conventions.
Interactive notebooks and Award/Target form	Students record evidence and next steps.
Genre Expert Fair placards	Students teach the complete decision chain and transfer.

41. Preparation Before Day 1

- ☐ Create or display the anchor charts: Complete Writer Decision Chain, Response Ecosystem Review, Planning Strategy Decision Guide, TRAILS and Personal Narrative Craft, and Revision and Edit Final Sweep.
- ☐ Prepare Very High stamina copies of "Dream" and "Serve."
- ☐ Prepare Genre Court case cards.
- ☐ Prepare response ecosystem cards.
- ☐ Prepare planning strategy cards.
- ☐ Copy TRAILS planners.
- ☐ Copy the revision and editing checklist.
- ☐ Have interactive notebooks ready.
- ☐ Copy the Award and Target reflection form.
- ☐ Prepare Genre Expert Fair placards.

42. Weekly Timing & Transition Overview

Day	15-Minute Focus	Student Evidence
Day 1	Gather + Reveal	Names and rehearses the complete decision chain.
Day 2	Attempt	Defends a genre and planning route in Genre Court.
Day 3	Discuss + Use	Completes a personal narrative with justification and TRAILS plan.
Day 4	Award + Target	Points to growth evidence and selects a specific target.
Day 5	Explain or Educate Others + Transfer	Teaches the chain and explains what changes in another genre.

43. Tiny Times Transition

TEACHER SCRIPT

"Tiny Time! I will name a writing situation. Tap out the five links of the decision chain on your fingers, Topic, Purpose, Audience, Genre, Strategy, then whisper the genre you would choose."

Use one quick, zero-material movement routine whenever the class changes activities, when energy dips, or right before a new writing task. Name a short writing situation, have students tap the five links, then whisper the genre.

Citizenship & Content Connection

44. The Citizenship Connection

Connection	"Dream"	"Serve"	Writing-Readiness Link
Purpose	A student discovers that a dream can move forward through small choices.	A granddaughter discovers that service can start anywhere.	The writer names what the writing must do before choosing the form.
Audience	The child imagines classrooms and communities where every student feels welcome.	The granddaughter considers what a younger student needs to understand.	The audience decides which details and register are useful.
Action	The student invites James to sit at the table.	The granddaughter sits with the student who is alone.	The writer explains how a decision becomes a response.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Complete Writer Decision Chain

Link	Question	Example from the Lesson Plan
Topic	What is the writing about?	A true experience in which an idea, person, event, or responsibility changed what I decided to do.
Purpose	What must the writing do?	Narrate and reflect, explain, justify, request, or investigate.
Audience	Who will read it, and what does that reader need?	A school audience needs a clear personal narrative.
Response Genre	What form best accomplishes the job?	Personal narrative for a true experience; informative for explaining service.
Planning Strategy	What route organizes the thinking?	Brainstorm, freewrite, map, or TRAILS for formal narrative work.

The Source Genre and Response Genre

Reading Genre	Writing Job	Response Genre
"Dream" and "Serve"	The source passages provide content and ideas.	The student may write a personal narrative, informative response, correspondence, or another response genre when the purpose and audience require it.

TRAILS Personal Narrative Planning

Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	Names the people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Lists precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	Names the discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	States what the writer understands, feels, or carries away.
S: Setting	Names where and when the experience happens and the details that make the place real.

46. Core ROUTINE / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any word that seems unfamiliar as you are reading.
- **O: Discover.** Discover the meaning of the word as we learn together through our lessons.
- **T: Drop.** Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"This week you put the whole PREPARE process together and make it your own. You analyze a new situation, choose and justify a genre and plan, write, revise, edit, and then transfer the same idea into another genre."

Genre Compass: a tool for naming a response genre. Say the complete chain aloud: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY.

PREPARE Decision: name the topic; name the purpose with a writing verb; name the audience and what that audience needs; select the response genre; select the planning strategy; and, for formal narrative work, use TRAILS.

47. Student Source Passage(s)

Passage use: use the two fiction source texts below at very high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "Dream" (Stamina: Very High)

- [1] I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this.
- [2] There were people everywhere.
- [3] Some carried colorful signs with hopeful messages written in large letters. Others sang songs together as they waited. Families talked quietly, children rested on their parents' shoulders, and volunteers carefully passed cups of water through the crowd. Every few minutes, someone nearby would smile at me or say hello to Mama.
- [4] I was only eight years old, and everything around me seemed important, exciting, and unforgettable.
- [5] "Why did everyone come here today?" I asked Mama as we slowly moved forward.
- [6] She looked down at me and smiled.
- [7] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."
- [8] I nodded, although I was still trying to understand exactly what she meant.
- [9] The afternoon was warm, and my feet were beginning to ache from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.
- [10] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this day."
- [11] I looked around again, wondering what I would remember most.
- [12] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive white columns of the Lincoln Memorial rising above us. Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting together.
- [13] There were so many sights and sounds that I did not know where to look first.
- [14] A little girl standing near us waved at me. She was holding her father's hand, just as I was holding Mama's.
- [15] "Did you come from far away?" she asked.
- [16] "A few hours," I answered. "Did you?"
- [17] She nodded.
- [18] "My dad said this is an important day."
- [19] "My mama said that too."
- [20] We both smiled.
- [21] For some reason, knowing that another child was trying to understand everything made me feel better. Maybe I did not have to understand every word or every reason right away. Maybe I could simply listen, observe, and remember.
- [22] Then Dr. Martin Luther King Jr. stepped forward to speak.
- [23] Almost immediately, the people around us became quiet.
- [24] It was surprising how quickly such a huge crowd could become so still.
- [25] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, justice, and hope for the future.
- [26] Some of his words were unfamiliar to me. Some of his sentences were longer than the ones I usually heard in school. I had to listen carefully, and sometimes I looked at Mama to see whether she understood.
- [27] She always seemed to.
- [28] Then Dr. King began speaking about a dream.

[29] That was a word I understood immediately.

[30] Dream.

[31] I had dreams all the time.

[32] Sometimes I dreamed while I was asleep, but I also had dreams when I was wide awake. I dreamed about becoming a teacher someday. I dreamed about visiting places I had only seen in books. I dreamed about learning to play the piano without making mistakes. I dreamed about having a puppy that would follow me everywhere.

[33] Until that afternoon, however, I had never considered that an entire country could share a dream.

[34] I looked up at Mama and noticed tears shining in her eyes.

[35] “Why are you crying?” I whispered.

[36] She leaned closer so I could hear her answer.

[37] “Because I want that dream for you,” she said.

[38] “What kind of dream?”

[39] “A dream where every person is treated with kindness and respect,” she explained. “A dream where children have opportunities to learn, grow, and become the people they are capable of becoming.”

[40] I thought about her words.

[41] “Even kids like me?”

[42] “Especially kids like you,” Mama replied.

[43] I looked back toward Dr. King and listened even more carefully.

[44] Suddenly, the speech seemed different to me.

[45] It was not only about important leaders, grown-up decisions, or events that had happened before I was born. It was also about ordinary families, neighborhoods, classrooms, and children like me.

[46] I imagined my own school.

[47] I pictured a classroom where every student felt welcome and appreciated. I imagined children sharing crayons, books, ideas, and playground equipment without leaving anyone behind. I pictured teachers encouraging every student to work hard, ask questions, make mistakes, and discover something wonderful about the future.

[48] Then my imagination traveled beyond my classroom.

[49] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance.

[50] I imagined people listening patiently when someone else had a different experience or idea.

[51] That seemed important to me.

[52] At school, our teacher often reminded us that listening was just as important as speaking.

[53] “Good listeners learn things they did not know before,” she always said.

[54] As Dr. King continued speaking, I began to understand that people could listen to one another in the same way classmates did.

[55] Maybe communities could learn too.

[56] The more I listened, the more I understood that a dream was not only something that happened while a person slept.

[57] A dream could also be a possibility.

[58] It could begin as a hopeful thought, become a goal, and then grow stronger when people worked toward it together.

[59] Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, “That is the future I want too.”

[60] His words stayed in my mind.

[61] The future.

[62] I had always thought of the future as birthdays, new school years, holidays, and someday becoming a grown-up.

[63] Now I wondered if the future was also something people helped create.

[64] I tugged gently on Mama's hand.

[65] "Can kids help make the future better too?"

[66] She looked at me with a thoughtful expression.

[67] "Of course," she said. "You may be young, but the choices you make still matter."

[68] "What kind of choices?"

[69] "Small ones at first," she explained. "You can be kind when someone feels lonely. You can help when someone is struggling. You can be honest, responsible, and respectful. You can make someone feel included."

[70] I considered each idea carefully.

[71] I could invite someone new to play at recess.

[72] I could share my pencils if a classmate forgot one.

[73] I could help someone understand an assignment.

[74] I could listen when a friend needed encouragement.

[75] I could apologize when I made a mistake.

[76] I could speak kindly, even when I felt frustrated.

[77] Those did not seem like enormous actions, but maybe they were important anyway.

[78] I began to wonder if large changes sometimes started with very small decisions.

[79] Perhaps one thoughtful action could encourage another person to act kindly too. Then that person might encourage someone else.

[80] It reminded me of dropping a pebble into a pond.

[81] The pebble was small, but the circles in the water kept spreading outward.

[82] "What are you thinking about?" Mama asked.

[83] "A pebble," I said.

[84] She looked surprised.

[85] "A pebble?"

[86] I laughed.

[87] "I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading."

[88] Mama smiled.

[89] "I think that is a wonderful way to describe it."

[90] For the rest of the speech, I tried to remember everything I could.

[91] I listened to the strong rhythm of Dr. King's voice. I watched the faces of the people around us. I noticed how quiet everyone became when he spoke about hope and how people responded when his words became especially powerful.

[92] I did not understand every sentence.

[93] I knew I would probably need Mama to explain some things later.

[94] But I understood the feeling of the moment.

[95] People believed that improvement was possible.

[96] They believed that hope mattered.

[97] They believed that the future could become brighter when people worked together.

[98] That idea filled me with a surprising amount of energy, even though I had been standing for hours.

[99] When Dr. King finished speaking, the crowd erupted with applause and celebration.

[100] The sound seemed to roll across the entire area.

[101] People cheered. Families hugged one another. Strangers smiled and shook hands.

[102] Mama wrapped her arms around me so tightly that I started laughing.

[103] "You are squeezing me!" I told her.

[104] She laughed too and finally let go.
[105] “I am just happy you were here with me,” she said.
[106] “I am happy too.”
[107] We stayed for a little while longer before beginning the journey home.
[108] As we walked away, I turned around several times to look back at the Lincoln Memorial. I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd.
[109] My feet still hurt, and I was exhausted from the long afternoon, but I did not complain.
[110] My mind was too busy.
[111] On the ride home, I rested my head against the window and watched buildings, trees, and roads pass by.
[112] For several minutes, Mama was quiet.
[113] Then she asked, “What will you remember most about today?”
[114] I thought carefully before answering.
[115] There was so much to remember.
[116] I thought about the songs.
[117] I thought about the heat.
[118] I thought about the people standing together.
[119] I thought about the little girl who had traveled with her father.
[120] I thought about Dr. King’s strong voice.
[121] Most of all, I thought about the dream.
[122] “That a dream can belong to everyone,” I finally answered.
[123] Mama smiled.
[124] “And what will you do with that dream?” she asked.
[125] I looked out the window again.
[126] At first, I did not know what to say.
[127] I was only eight years old. I could not make laws. I could not give important speeches. I could not solve every difficult problem.
[128] But then I remembered what Mama had said about small choices.
[129] “I think I will try to help it come true,” I said.
[130] “How?”
[131] “I can start at school.”
[132] Mama raised her eyebrows.
[133] “What will you do?”
[134] “I can notice when someone is alone. I can include people. I can help when someone needs it. I can listen before I decide what I think.”
[135] Mama reached over and squeezed my hand again.
[136] “That sounds like an excellent beginning.”
[137] For the rest of the ride, I imagined returning to school.
[138] I wondered whether I would behave differently after what I had seen and heard.
[139] Maybe I would pay more attention to the people around me.
[140] Maybe I would think before I spoke.
[141] Maybe I would remember that every person was carrying hopes and dreams of his or her own.
[142] A few days later, I had my first opportunity.
[143] A new student entered our classroom just before lunch.
[144] He looked nervous as he stood beside our teacher.
[145] “This is James,” she announced. “He recently moved here, so I hope everyone will help him feel welcome.”
[146] I remembered the enormous crowd.
[147] I remembered Mama’s words.
[148] I remembered the dream.

[149] At lunch, I saw James standing alone with his tray.
 [150] For a second, I waited.
 [151] Then I raised my hand and waved.
 [152] “You can sit here!” I called.
 [153] His nervous expression disappeared, and he smiled.
 [154] It was a small thing.
 [155] No one applauded.
 [156] There were no microphones, speeches, or thousands of people watching.
 [157] But somehow, it felt important.
 [158] As James sat down, I thought again about the pebble and the circles spreading across the water.
 [159] Perhaps that was how a dream moved forward.
 [160] Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day.
 [161] I was only eight years old when I stood near the Lincoln Memorial and listened to Dr. Martin Luther King Jr. speak about his dream for the future.
 [162] I did not understand every historical detail.
 [163] I could not remember every word.
 [164] But I understood something much more important.
 [165] A dream can begin as an idea, grow through determination, and become stronger when people share it with others.
 [166] Hope can encourage people to imagine possibilities.
 [167] Kindness can influence a classroom.
 [168] Respect can strengthen a community.
 [169] And even a child can participate in making the world a more welcoming, hopeful, and caring place.
 [170] That was the lesson I carried home with me.
 [171] And it was a lesson I planned to keep carrying wherever I went.

Passage 2: "Serve" (Stamina: Very High)

[1] “Tell me again about President Kennedy,” I said as I placed my recorder carefully on the kitchen table between us.
 [2] Grandpa smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy’s inauguration and what it had felt like to hear the speech delivered in person.
 [3] “Those were exciting days,” Grandpa began. “There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.”
 [4] I opened my notebook, clicked my pen, and wrote the date across the top of the page. I had already prepared several questions, but Grandpa’s first sentence made me think of another one.
 [5] “What did President Kennedy care about most?” I asked.
 [6] Grandpa paused for a moment because, as he often told me, important questions deserved careful answers.
 [7] “He cared about many things,” Grandpa said. “But one idea came up again and again. He wanted Americans to think about service, responsibility, participation, and cooperation. He believed people should not simply wait for someone else to improve the world around them.”
 [8] I slowly wrote down the words service, responsibility, participation, and cooperation.
 [9] “Were those ideas part of the speech?” I asked.
 [10] “Yes,” Grandpa said. “Before the inauguration in 1961, many people around President Kennedy discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included

in several of those conversations.”

[11] My eyes widened.

[12] “You actually talked about the speech before he gave it?”

[13] Grandpa laughed softly.

[14] “Not every sentence, of course. President Kennedy and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, responsibility, freedom, and the ways ordinary people could contribute to their communities.”

[15] I leaned closer because this was the part I had been waiting to hear.

[16] “What did you say?”

[17] Grandpa looked toward the window for a moment, almost as if he were looking back through time.

[18] “I remember saying that people sometimes think government is only about what leaders do for citizens,” he explained. “But citizenship is also about what citizens do for one another. A strong country is built when people participate, cooperate, and serve.”

[19] I underlined that sentence in my notebook.

[20] Grandpa continued.

[21] “President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give.”

[22] I stopped writing.

[23] “What can we give?” I repeated.

[24] Grandpa nodded.

[25] “Exactly. That was the heart of it.”

[26] I liked that idea, but I was not sure I completely understood it.

[27] “Give what?” I asked. “Money?”

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, encouragement, and attention. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[29] That sounded much bigger than I had expected.

[30] “So when President Kennedy talked about helping the country, he was really talking about helping people too?”

[31] “Very much so,” Grandpa said. “A country is made up of people, families, neighborhoods, schools, towns, and communities. When people serve one another, they strengthen the places where they live.”

[32] I looked down at my notes and added the word communities.

[33] “Did President Kennedy talk like that all the time?”

[34] Grandpa smiled.

[35] “He liked ideas that challenged people. He wanted citizens to think beyond themselves and imagine what might happen if many people chose to contribute.”

[36] “Was that hard?”

[37] “Sometimes,” Grandpa said. “It is always easier to ask what someone else will do. It takes more effort to ask what you can do.”

[38] I nodded because that made sense to me.

[39] Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[40] “It was extremely cold,” Grandpa said. “There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face.”

[41] “Were there lots of people?” I asked.

[42] “Thousands,” he said. “Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment.”

[43] I tried to imagine Grandpa as a younger man standing outside in the cold, surrounded by a crowd of people waiting for the new president to speak.

[44] “Were you nervous?”

[45] Grandpa smiled.

[46] “A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together.”

[47] He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

[48] “There was something about hearing the ideas out loud,” Grandpa said. “A thought can feel different once it is spoken to thousands of people.”

[49] “Different how?”

[50] “More powerful,” he explained. “When one person says something important, others begin thinking about it too. Suddenly the idea belongs to more than one person.”

[51] I wrote that down.

[52] Then came the part Grandpa had never forgotten.

[53] “When he challenged Americans to think about what they could do for their country,” Grandpa said, “I felt something change in the crowd.”

[54] “What do you mean?”

[55] “It was not loud at first,” he explained. “It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation.”

[56] I wrote the word active beside citizenship.

[57] “What did you think when you heard it?” I asked.

[58] Grandpa’s expression became serious, although he was still smiling.

[59] “I thought those words could inspire people to act,” he answered. “A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them.”

[60] I liked that sentence so much that I underlined it twice.

[61] “So a speech can start something?”

[62] “Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.”

[63] I imagined the words traveling through the crowd, then following people home to their neighborhoods and families.

[64] “Did people really act because of the speech?”

[65] “Many people were already thinking about ways to serve,” Grandpa said, “but the speech gave those ideas energy. It reminded citizens that participation mattered.”

[66] A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

[67] I had heard of the Peace Corps, but I did not know much about it.

[68] “What was the Peace Corps supposed to do?” I asked.

[69] “President Kennedy wanted Americans to volunteer in communities around the world,” Grandpa explained. “People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training.”

[70] “Did they go to other countries?”

[71] “Yes,” Grandpa said. “And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills.”

[72] I thought about that.

[73] “So they were helping, but they were learning too?”

[74] “Exactly,” Grandpa said. “Good service is not about acting as if you are better than someone else. It is about working together.”

[75] I liked that answer because it made service sound more like a partnership than a rescue.

[76] “Did you know any Peace Corps volunteers?”

[77] “A few,” Grandpa said. “Some were young adults who had recently finished college. They were excited, nervous, and curious about the places they would go.”

[78] “What did they do?”

[79] “One person I knew worked with students. Another helped with agricultural projects. Others helped communities with health education and local development.”

[80] “Were they afraid to leave home?”

[81] “Some of them were,” Grandpa said. “But courage does not always mean you are never afraid. Sometimes courage means you are willing to do something meaningful even when it feels unfamiliar.”

[82] I wrote courage in my notebook too.

[83] “Was the Peace Corps connected to the same idea as the speech?”

[84] Grandpa smiled.

[85] “Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even one nation.”

[86] I looked down at my notes and realized how many times I had written the word service.

[87] “So service does not have to be something huge?” I asked.

[88] “Not at all,” Grandpa replied. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute.”

[89] I tapped my pencil against my notebook.

[90] “What about kids?”

[91] Grandpa leaned forward.

[92] “Kids can serve too.”

[93] “How?”

[94] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[95] I smiled.

[96] “Those things do not sound very presidential.”

[97] Grandpa laughed.

[98] “No, but they are important. Service does not need a microphone, a government building, or a famous speech.”

[99] I thought about that for a moment.

[100] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[101] “So the big idea is really about helping?” I asked.

[102] “Helping is part of it,” Grandpa said. “But I would add caring, cooperating, and choosing to take responsibility. Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

[103] I looked at my recorder and realized we had been talking for much longer than I expected.

[104] Still, I was not ready to stop.

[105] “Grandpa, did working with President Kennedy change you?”

[106] He thought carefully before answering.

[107] “Yes,” he said. “It made me think more deeply about responsibility. Before that time, I understood that people should help others, but I began to see service as something larger. It was not just a nice thing to do. It was part of being a responsible citizen.”

[108] “What does that mean?”

[109] “It means understanding that you belong to a community and that your choices can affect other people.”

[110] I wrote slowly so I would not miss anything.

[111] “What if someone thinks their contribution is too small to matter?”

[112] Grandpa smiled.

[113] “Small actions are often where larger changes begin.”

[114] That reminded me of something our teacher had said about teamwork.

[115] “If everyone waits for somebody else, nothing gets done,” I said.

[116] Grandpa pointed at me.

[117] “Exactly.”

[118] I laughed.

[119] “Maybe I should put that in my project.”

[120] “You probably should.”

[121] Before I turned off the recorder, I asked one final question.

[122] “Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?”

[123] He considered my question carefully.

[124] “I hoped they would remember the message,” he said. “Not because the words sounded impressive, but because the idea matters in every generation.”

[125] “What idea?”

[126] Grandpa smiled.

[127] “That a country becomes stronger when people serve one another.”

[128] I switched off my recorder, but I did not close my notebook.

[129] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, courage, community, and action.

[130] The words seemed connected now.

[131] At the beginning of the interview, I had thought I was doing a project about a famous president and an important speech. By the end, I realized I was learning something about myself.

[132] I began thinking about my own school.

[133] There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding. Our teacher had mentioned a canned-food collection that would begin the following week.

[134] None of those things seemed as important as working in Washington, D.C., or volunteering in another country.

[135] But maybe they were important in a different way.

[136] “Grandpa,” I said, “if I help with the food collection, does that count as service?”

[137] “Of course.”

[138] “What if I sit with someone who is alone?”

[139] “That counts too.”

[140] “What if I help clean the school garden?”

[141] Grandpa laughed.

[142] “You are beginning to understand.”

[143] I looked back at my notebook.

[144] “So serving does not always mean doing something enormous. It means noticing what needs to be done

and deciding to help.”

[145] “That is a very good way to say it,” Grandpa replied.

[146] I picked up my pen again and wrote one final sentence at the bottom of the page.

[147] A better world begins when we stop asking only what we can receive and start asking, What can I give?

[148] Grandpa read the sentence over my shoulder.

[149] “That,” he said, “is a message worth remembering.”

[150] I smiled and circled the words.

[151] For the first time, I understood why Grandpa had remembered that cold January day for so many years.

[152] He had not only heard a president deliver a famous speech.

[153] He had heard an invitation.

[154] It was an invitation to participate, to contribute, to cooperate, and to serve.

[155] It was an invitation to believe that ordinary people could strengthen their communities through thoughtful choices.

[156] It was an invitation to understand that helping others was not something reserved for famous leaders or adults with important jobs.

[157] And now, many years later, Grandpa was passing that invitation to me.

[158] The next morning, I carried my notebook to school. Our teacher asked whether I had learned anything surprising during my interview.

[159] I thought about Grandpa standing in the cold Washington air. I thought about President Kennedy’s speech. I thought about the Peace Corps volunteers traveling far from home. Then I thought about my own classroom.

[160] “Yes,” I said. “I learned that service can start anywhere.”

[161] My teacher smiled.

[162] “What do you mean?”

[163] I looked around the room at my classmates.

[164] “It can start in a country, a community, a school, or even at one table in the cafeteria.”

[165] As I said the words, I knew exactly where I would begin.

[166] At lunchtime, I picked up my tray and walked toward the new student who was sitting alone.

[167] “Can I sit here?” I asked.

[168] He looked up and smiled.

[169] “Sure.”

[170] It was not a famous moment. There were no cameras, no microphones, and no enormous crowd waiting to cheer.

[171] But I remembered Grandpa’s words.

[172] A strong community begins when people decide to contribute.

[173] So I pulled out the chair, sat down, and started a conversation.

[174] For me, that was enough to begin.

48. Student Annotation Guide

Students annotate for evidence that can support several writing jobs. The annotation names the passage's reading genre, important ideas, actions, reactions, characters or concepts, key knowledge, and setting.

Dream

Evidence Focus	What to Notice	Possible Writing Use
Reading genre	Fictional account of a student beside Mama at Dr. Martin Luther King Jr.'s march.	Content for a narrative, explanation, or response.
Actions and reactions	The crowd listens; the student thinks about a dream; the student invites James to sit.	Evidence of change and decision.
Ideas	Hope, kindness, respect, inclusion, responsibility, and a future people create together.	Purpose and audience choices for a response.

Serve

Evidence Focus	What to Notice	Possible Writing Use
Reading genre	Fictional interview between a granddaughter and her grandfather about service.	Content for a narrative, explanation, or response.
Actions and reactions	The granddaughter asks questions, records ideas, and sits with a student who is alone.	Evidence of learning and action.
Ideas	Service, participation, cooperation, responsibility, courage, community, and contribution.	Purpose and audience choices for a response.

49. TRACKS Evidence Highlighting

Use TRACKS to find six kinds of measurable evidence while reading. Time includes age, era, dates, cultural details, or historical details. Reactions include reactions, solutions, resolutions, or effects. Actions include actions, problems, conflicts, or causes. Character, Concept, Creature includes people's names or major concepts. Key Knowledge includes other important information necessary to meaning. Scenery / Setting includes setting characteristics acknowledged or measured through the five senses.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Standard	Student Expectation
4.11(A)(i)	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
4.12(A)(i)	compose literary texts using genre characteristics
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

GATHER ■ TEACH

TEACHER SCRIPT

"A source passage does not choose your response genre for you. Your writing job does. This week you make the whole decision on your own and prove it with topic, purpose, and audience."

Read each direction and have students name the route independently: share a true experience so school readers understand how it changed you, personal narrative; teach younger students the meaning of participation, informative; request support from a community partner, correspondence.

REVEAL ■ TEACH

Reveal the chain one arrow at a time and have students rehearse the whole chain from memory before writing: name the topic; name the purpose with a writing verb; name the audience and what that audience needs; select the response genre; select the planning strategy; and use TRAILS for formal narrative work.

Modeled Genre Compass Decision

For "Dream," topic is a true experience, purpose is narrate and reflect, audience is classmates, genre is personal narrative, and freewrite plus TRAILS is the route. For "Serve," topic is service, purpose is explain, audience is a younger student, genre is informative, and mapping is the route.

Day 1 Closing

Partner completion: "The response genre comes from the writing job because ____."

DAY 2 | ATTEMPT | 15 MINUTES

Standard	Student Expectation
4.11(A)(i)	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
ELPS 4(F)(viii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate conventions for a specific audience

ATTEMPT ○ LEARN

Students attempt the decision through collaborative Genre Court. The goal is not speed alone; every placement must be defended with a writing-job reason.

Genre Court

Role	Responsibility
Reader	Reads the whole writing situation without emphasizing clue words.
Decision Maker	States the proposed genre and strategy.
Evidence Speaker	Proves the choice using topic, purpose, and audience.
Checker	Compares the decision with the Response Ecosystem and invites a respectful challenge.

Case 1: A school anthology needs a true story showing how one student decision affected another person. Best route: personal narrative because the purpose is to narrate a true experience for readers; TRAILS helps develop the moment.

Case 2: A family newsletter needs a clear explanation of how students can participate in service. Best route: informative because the purpose is to explain to families using organized details.

Case 3: A student council is deciding whether to add a schoolwide service day and needs a position supported with reasons and evidence. Best route: argumentative because the purpose is to justify a claim for a decision-making audience.

Day 2 Closing

Students record one decision they changed: "I changed my route from ____ to ____ because ____."

DAY 3 | DISCUSS AND USE | 15 MINUTES

Standard	Student Expectation
4.12(A)(i)	compose literary texts using genre characteristics
4.12(A)(ii)	compose literary texts using craft
4.11(C)(i)	revise drafts to improve sentence structure
ELPS 4(F) (i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

DISCUSS ○ LEARN

TEACHER SCRIPT

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. Use this sentence: "The passage is ____, but the response should be ____ because the writing purpose is ____ for ____." A strong writer can use one source for several writing jobs."

Students select one case, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision. Students compare brainstorming, freewriting, and mapping. Accept more than one strategy when the student can explain how the tool supports the thinking the task requires.

USE (Try It On Your Own!) ✓ ASSESS

Independent Writing Assignment: Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the PREPARE conventions.

Required PREPARE Header: Topic: ____ Purpose: ____ Audience: ____ Genre: Personal Narrative
 Planning Strategy: Brainstorm / Freewrite / Map Justification: This route fits because ____.

TRAILS Planner

T: topic or experience. R: relationships. A: actions, thoughts, and dialogue. I: important moment. L: lesson or lasting effect. S: setting.

Teacher conferring cues: State the writing job in one sentence. Point to the important moment. Explain why the planning strategy fits. Name one detail the audience needs and one detail it does not need. Show where the ending reveals the lasting effect.

Day 3 Closing

Students underline one sentence that shows the important moment and star one sentence whose structure they intentionally revised.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Standard	Student Expectation
4.11(C)(i)	revise drafts to improve sentence structure
4.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
4.11(D)(vii)	edit drafts using standard English conventions, including singular nouns
4.11(D)(ix)	edit drafts using standard English conventions, including common nouns
4.11(D)(xxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(C) (i)	write using a combination of both high-frequency words and content-area vocabulary

AWARD ✓ ASSESS

TEACHER SCRIPT

"An award in GRADUATE is evidence of growth you can locate in your own work. Name the decision, point to the evidence, and explain the benefit. Use this frame: "I award myself the ____ Award because I _____. This helped my reader _____."

Choose Genre Match, Audience Lens, Planning Route, TRAILS Builder, Sentence Architect, or Convention Checker only when you can point to evidence in your plan or draft.

TARGET ✓ ASSESS

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, editing, or transfer. Write one specific next action.

Target stems: My next writing goal is to ____ because _____. A decision I still need to practice is _____. I will know I improved when _____.

Day 4 Closing

Partner response frame: "I heard evidence of your growth when you said _____. Your target is specific because _____."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Standard	Student Expectation
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4.12(A)(ii)	compose literary texts using craft
ELPS 4(F) (ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

EXPLAIN ✓ ASSESS

In the Genre Expert Fair, teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your plan or draft, explain one revision or editing decision, and name one transfer idea.

EDUCATE

Author-Educator Card: My topic is _____. My purpose is _____. My audience is _____. The formal genre is personal narrative because _____. I planned by _____ because _____. One TRAILS decision I made is _____. One sentence I revised is _____. One convention I checked is _____. One idea I could transfer to another genre is _____.

Transfer

Explain what can stay, the core idea or experience, and what must change, the form, the details a reader needs, or the register, when the same content moves into another response genre.

Listener responsibilities: restate the writer's purpose and audience; name one choice that fits the genre; ask "Explain the reason you chose _____."; and give evidence-based feedback.

Day 5 Closing

Complete aloud: "Preparation makes my writing stronger because _____."

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
Prompt	Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.
Student response	"Something changed my mind once. I did the right thing. It was good. The end." (No genre justification.)
What is working	The student names that a change happened.
Teacher notes	There is no genre justification and the narrative lists a vague event with no important moment, setting, or reflection.
What needs improvement	Justify why narrative fits the job, then use TRAILS to develop the experience with a clear important moment and lasting effect.

52. Medium / Approaching Exemplar

Field	Detail
Prompt	Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.
What is working	The student justifies the genre and includes a setting, dialogue, an important moment, and a lasting effect.
Teacher notes	The narrative and justification work, but the sentences are similar in structure and the reflection could be developed.
What needs improvement	Revise two sentences for varied structure and expand the reflection; then add a transfer note.

53. High / Secure Exemplar

Field	Detail
Prompt	Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.
What is working	A clear genre justification in writing-job language, a vivid narrative with an important moment and reflection, varied sentence structure, and a genuine transfer note that names what stays and what changes.
Teacher notes	The student owns the whole decision chain and demonstrates transfer, exactly what the PREPARE capstone asks for.

Additional Secure Exemplars

Response Form	Example Decision	Transfer
Informative		

	For Serve, the purpose is to explain service to a younger student, so an organized explanation with examples fits the audience.	Keep the idea that service can start anywhere; change the form and details to teach.
Correspondence	For a community partner, the purpose is to request support, so a letter fits the formal audience.	Keep the service need; change the form, register, and call to action.

Secure Response: Evidence and Explanation

Decision	Evidence	Explanation
Genre	The writer chooses personal narrative for a true experience.	Narrative fits because the purpose is to narrate for school readers.
Craft	The writer includes the important moment, dialogue, and lasting effect.	These choices help the audience experience the change and understand its significance.
Transfer	The writer names a letter as a second genre.	The writer keeps the core experience and changes the form, details, and register.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Use the student's words to identify whether the decision is independent. A strong response names topic, purpose, audience, genre, planning strategy, evidence of drafting, revision, editing, and transfer. A label without a writing-job reason is not enough.

For the personal narrative, look for genre characteristics and craft: a true experience, relationships, actions, thoughts, dialogue, important moment, setting, and lesson or lasting effect.

55. Standards Evidence Trail

Evidence Source	Standard	What the Teacher Collects	What It Demonstrates
Genre Court recording	4.11(A)(i)	A justified response genre and planning route.	Selection for topic, purpose, and audience.
Personal narrative	4.12(A)(i) and 4.12(A)(ii)	A complete, crafted narrative with TRAILS decisions.	Genre characteristics and craft.
Revision sweep	4.11(C)(i)	Two sentences revised for structure.	Improved sentence structure.
Editing sweep	4.11(D)(i), (vii), (ix), (xxv)	Checks for agreement, nouns, and high-frequency spelling.	Standard English conventions.
Genre Expert Fair	ELPS 4(F)(i)-(viii)	Oral decision-chain explanation and transfer.	Purpose, audience, register, and supporting details.

56. Assessment Opportunities

Informal Assessment: During the Day 3 Discuss and Use Again work, circulate with a class list and ask each student one quick question about the week's strategy. Mark who answers with evidence and who needs a small-group reteach.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Assessment is embedded across the week. Listen for the reason behind each genre choice, not just the label.

Opportunity	Prompt	Evidence to Notice
Day 1 Gather	What response genre fits this writing direction?	Student names the job and gives a purpose-and-audience reason.
Day 2 Genre Court	Defend your route.	Student uses respectful disagreement and explains what the job requires.
Day 3 Use	Complete the personal narrative and justify the genre.	Student plans, drafts, revises, and edits independently.
Day 4 Target	What evidence shows growth?	Student points to a decision and its reader benefit.
Day 5 Transfer	What can stay and what must change?	Student explains a second response form.

Assessment Prompt Bank

Prompt	Expected Response
Source genre versus response genre	The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____.
Planning route	My planning strategy is ____ because the genre needs ____.
Revision	I changed the structure of this sentence so ____.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Read this writing situation: Your school wants a true story about a time someone's words changed what you decided to do. The story will be read by classmates.

1. Topic: _____
2. Purpose: _____
3. Audience: _____
4. Response genre: _____
5. Planning strategy: _____
6. Complete the sentence: I chose this genre because _____.
7. If I transferred the same content into a letter, I would keep _____ and change _____.

58. Exit Ticket Answer Key

Exit Ticket Item	Answer Key
1-3	Topic: a true experience; purpose: narrate and reflect; audience: classmates or school readers.
4	Personal narrative.
5	Brainstorm, freewrite, or map, with a reason that matches the job.
6	Any answer that explains fit through purpose and audience.
7	The core experience or idea can stay; the form, details, register, and call to action may change.

59. Scoring Principle

Score the decision, not the student's handwriting or the length of the response. Full credit requires a complete decision chain and a reason that names purpose and audience. Transfer credit requires naming what can stay and what must change.

60. Gradebook Conversion

Performance	Possible Evidence	Gradebook Conversion
Independent genre decision	Topic, purpose, audience, genre, strategy, and justification.	Planning / genre decision
Personal narrative	Complete draft with genre characteristics and craft.	Composition
Revision and editing	Sentence-structure revision and convention checks.	Revision / editing
Transfer explanation	Second genre with what stays and what changes.	Transfer / reflection

61. Recommended Gradebook Label

G4 PREP M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Criterion	Teacher Scoring Notes	Score
Genre decision	Names a genre and justifies it with topic, purpose, and audience.	___ / 4
Planning	Chooses and uses an effective planning strategy.	___ / 4
Narrative	Uses personal-narrative characteristics and craft.	___ / 4
Revision and editing	Improves sentence structure and checks the PREPARE conventions.	___ / 4
Transfer	Explains what can stay and what must change in another genre.	___ / 4

63. Student Planning Frame

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.

Draft space: describe the meaningful experience, develop the important moment, and end with the lasting effect.

64. Writing Assignment Rubric

4: Secure	3: Approaching	2: Developing	1: Beginning
Selects and justifies a response genre with topic, purpose, and audience; plans, composes, revises, edits, and explains transfer.	Selects and justifies a genre and completes most of the narrative and revision work.	Names a genre or plan but needs support to explain fit or complete the draft.	Needs guided support to identify the writing job and begin a plan.

65. Writing Gradebook Conversion

Performance Level	4	3	2	1
Genre decision	Independent and justified	Justified with minor support	Named with partial reason	Not yet named
Narrative and craft	Complete and purposeful	Mostly complete	Developing	Beginning
Revision / editing	Both are visible	Most checks complete	Some checks complete	Not yet visible
Transfer	Clear keep/change explanation	General explanation	Partial explanation	Not yet attempted

66. Teacher Feedback Shortcuts

- **Genre:** "Name the purpose and audience that make this genre fit."
- **Planning:** "Point to the part of your plan that will become the important moment."
- **Audience:** "Name one detail your audience needs and one detail it does not need."
- **Revision:** "Show how you improved the sentence structure."
- **Transfer:** "Tell what can stay and what must change."

Response to Student Need

67. Intervention: Name the Thinking

Need	Teacher Move	Student Language
Names a framework without explaining	Ask for writing-job language.	The purpose is ____ for ____, so ____ fits.
Chooses before reading the whole task	Have the student reread and name topic, purpose, audience.	The job asks me to ____ for ____.
Skips planning	Offer brainstorm, freewrite, or map and ask for a fit.	My route is ____ because ____.
Narrative lists events	Use TRAILS and ask for the important moment and lasting effect.	The moment changed ____, and I learned ____.

68. Embedded Checks & Student Support

Embedded Check	Question	Support Without Taking the Decision
Before drafting	What is the writing job?	Have the student name topic, purpose, and audience.
During planning	Which route fits, and why?	Let the student compare brainstorm, freewrite, and map.
During drafting	Where is the important moment?	Ask the student to point to the TRAILS part.
During revision	How did the sentence structure improve?	Ask the student to compare original and revised sentences.
Before transfer	What can stay and what must change?	Give oral rehearsal time; keep the choice with the student.

69. Student Support Quick Reference

If a Student Needs...	Use This Quick Reference
A decision chain reminder	Topic to Purpose to Audience to Genre to Strategy.
A justification frame	The response should be ____ because the writing purpose is ____ for ____.
A planning reminder	Brainstorm, freewrite, or map; explain the fit.
A narrative organizer	TRAILS: Topic, Relationships, Actions/Thoughts/Dialogue, Important Moment, Lesson/ Lasting Effect, Setting.
A transfer reminder	Keep the core idea or experience; change the form, details, register, or call to action as the new job requires.

70. Enrichment: Connect Across Texts

Enrichment Move	Student Task	Evidence
Two defensible routes	Explain how the purpose would need to shift for the second genre to become stronger.	Student names both purposes and audiences.
Genre comparison	Use "Dream" or "Serve" content for two different writing jobs.	Student separates passage genre from response genre.
Teach-back	Teach the whole decision chain without reading notes.	Student explains each link and a transfer.

71. Additional Writing Opportunity: Plan and Draft

Choose a new meaningful experience, or use an experience in which an idea, person, event, or responsibility changed what you decided to do.

Planning Support

- Name the topic in a short phrase.
- Name the purpose with a writing verb.
- Name the audience and what that audience needs.
- Choose personal narrative and explain why it fits the job.
- Use TRAILS to develop the experience.

Success Criteria

- The draft has an important moment and lasting effect.
- The details fit the school audience.
- At least two sentences show intentional structure.
- The final sweep checks agreement, nouns, and high-frequency spelling.

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

Revise two sentences for sentence structure, then edit the final draft using the PREPARE conventions. Share the narrative with a partner and explain one decision, one revision, one editing check, and one transfer.

TEACHER SCRIPT

"Revision changed the structure to show the relationship among the actions. Editing then checks agreement, nouns, and spelling without replacing the meaning."

Engagement & Home Connection**73. Auditory Engagement Moments**

- Read a short section of "Dream" or "Serve" aloud and let students rehearse the decision chain orally.
- Ask students to listen for purpose and audience in a task card.
- Have students explain the genre choice to a partner before writing.
- Return to a sentence-structure revision and an editing sweep.

74. Pause Points

- Pause after the full task is read: What is the writing job?
- Pause after the Genre Compass: Why does purpose and audience support this genre?
- Pause after planning: Which route fits the thinking?
- Pause before transfer: What can stay and what must change?

75. At-Home Connection

Ask your student to explain one writing decision from start to finish: the topic, the purpose, the reader, the genre, and the plan. Being able to explain the whole path is the sign of an independent writer.

At home, use the question: "If you wrote about this in a different way, what would you have to change?"

Student Ownership

76. My Progress Tracker

Color one box for each completed link and write one piece of evidence beside it.

Topic	Purpose	Audience	Genre	Strategy	Draft	Revise	Edit	Transfer
☐	☐	☐	☐	☐	☐	☐	☐	☐

My next writing goal is to _____.

77. Student Award

Independent Writer Award

This student owned the writing decision from situation to genre, plan, draft, revision, editing, and transfer.

Student: _____ **Date:** _____

78. Student Target

My Target

My next writing goal is to _____ because _____.

I will know I improved when _____.

Teacher Closure & Reviewer Evidence**79. Teacher Closure Script****CLOSING SCRIPT**

"This week you became an independent writer. You analyzed a new situation, chose and justified a genre and plan on your own, wrote and polished a personal narrative, and transferred the same idea into another genre. Preparation was never about a worksheet, it was about owning every decision and being able to explain it."

80. Essential / Overarching Question, Answered**How does an independent writer explain the whole path from a new writing situation to a finished response and transfer it?**

An independent writer names the topic, purpose, audience, response genre, and planning strategy; completes a draft; revises sentence structure; edits the Grade 4 conventions; and explains what can stay and what must change when the same content moves into another response genre.

81. Teacher Reflection

Use the following questions after the module closes:

- Which part of the decision chain became independent for most students?
- Which students still need support naming purpose and audience?
- Which planning route produced the strongest personal narratives?
- What did students explain about transfer?

82. Teacher Artifacts of Effectiveness

Collect the Genre Court recording sheet, the personal narrative with the PREPARE header, the TRAILS plan, the revision and editing sweep, the Award/Target form, and the Genre Expert Fair explanation.

These artifacts show independent analysis, genre selection, planning, composition, revision, editing, and transfer.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Content	Evidence
1	I Can and I Will statements.	Students name the destination.
2	Complete Writer Decision Chain.	Students say topic, purpose, audience, genre, strategy.
3	Genre Compass and source genre versus response genre.	Students separate reading genre from writing genre.
4	Genre Court.	Students defend a route.
5	TRAILS and personal narrative.	Students plan the independent product.
6	Revision and editing sweep.	Students improve sentence structure and edit conventions.
7	Genre Expert Fair and transfer.	Students teach the path and explain what changes.

84. Virtual / Online Adaptation

Use the same five-day sequence online. Display the Genre Compass, let students annotate the task card digitally, use breakout partners for Genre Court and Teach-Back, and collect the personal narrative and transfer note in one shared folder.

Online Move	Adaptation
Gather + Reveal	Display the decision chain and have students respond in chat or on a shared board.
Attempt	Place students in partner rooms with one Genre Court case.
Use	Students draft in a shared document and mark their own revision and editing checks.
Explain / Transfer	Students present the author-educator card and transfer note to a partner.

Teacher Reflection**85. Teacher Reflection (This Module)**

Teacher Reflection: Module 4

Students who independently named topic, purpose, audience, genre, and strategy	
Students who justified a genre with writing-job language	
Students who completed and revised a personal narrative	
Students who edited the Grade 4 conventions	
Students who explained a transfer	
Open notes	