

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster PREPARE · Modules 1 to 4

Module 1: The Writing Job Comes Before the Format

Module 2: Purpose and Audience Change the Response

Module 3: Choose the Route and the Planning Strategy

Module 4: Independent Genre Decision and Transfer



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster PREPARE · Module 1

The Writing Job Comes Before the
Format



Name: _____



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Grade 5 • Cluster PREPARE • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

The Writing Job Comes Before the Format



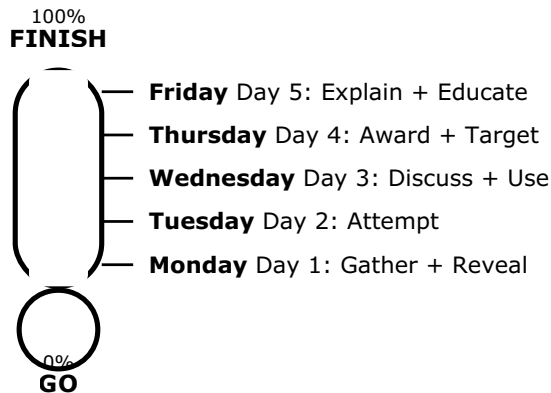
Why This Matters to Me

Before I face a blank page, I decide what my writing needs to do. I name my topic, purpose, and audience, and I choose a response genre. When narrative fits, I use TRAILS to develop the experience.

Essential Question

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

My Week Tracker



Color in the thermometer at the END of each day, after I finish that day's work. Watch it rise from GO to FINISH!

My First Thinking

I Can

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

I Will

- 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.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How to name topic, purpose, audience, and response genre before drafting, using the Genre Compass decision chain from topic to purpose to audience to genre to planning strategy.	Two fiction passages at low stamina: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." Both supply content and craft worth studying.	A Genre Signal Sort recording sheet, a PREPARE header, a TRAILS plan, a personal narrative for classmates, a sentence-structure revision, a convention edit, and an explanation of the decision chain.

Where We Are Going

I will move from reading cookie-mystery sources to naming the writing job, choosing a response genre, planning with TRAILS, and writing my own personal narrative. By the end of the week, I will teach someone else the Genre Compass decision chain and explain why the purpose and audience decide the genre.

I'll Know I've Got It When...

- ☐ 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 choose a matched planning strategy: brainstorming, freewriting, or mapping.
- ☐ I can plan a personal narrative with TRAILS and draft it for classmates.
- ☐ I can develop an important moment and a lasting effect.
- ☐ I can revise one sentence for structure.
- ☐ I can edit for complete simple sentences with subject-verb agreement, collective nouns, and correct spelling of high-frequency words.
- ☐ I can teach the decision chain and explain my choices with evidence.

Check Myself

- ☐ I named the topic, purpose, and audience.
- ☐ 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.

How I Will Show What I Know

I will show what I know with a Genre Signal Sort recording sheet, a PREPARE header, a TRAILS plan, a personal narrative for classmates, a sentence-structure revision, a convention edit, and the Day 5 exit ticket explanation.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(A)(i):

I can select a genre for a particular topic, purpose, and audience.

5.12(A)(i):

I can compose a literary text using genre characteristics and craft.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do prepared writers do first?"

Class answers: "Name the topic, purpose, audience, and genre!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a writing job gives me a topic, purpose, and audience. I can retell events in order and write a complete sentence.

A connection I can make

Remember It!

- ☐ A writing job has a topic, a purpose, and an audience.
- ☐ I can retell events in the order they happened.
- ☐ A complete sentence has a subject and a verb.

One idea I remember

Ready Check

- ☐ I can tell what a passage is about.
- ☐ I can say who will read my writing.
- ☐ I can put events in order from first to last.

Watch Out! Common Mix-Up

Watch out! Both passages are fiction, but that does not mean the response must be narrative. The genre depends on the purpose. If the purpose is to let a reader experience a moment, narrative fits.

Where This Fits in My Writing

Prepared writers first name topic, purpose, and audience. They select a response genre that fits the job, then use the tools of that genre to plan and draft.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages as often as you want.

Part 1: Name the Writing Job

Read the writing task. Circle the topic. Box the purpose. Underline the audience.

Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Let classmates understand why the change mattered.

Part 2: Genre Decision

Which genre fits this writing job? Write narrative, informative, opinion, or correspondence, and explain why.

My thesis (central idea)

Part 3: Narrative Sequence

Number these four sentences 1, 2, 3, 4 to show the order they belong in a narrative.

Number	Sentence
_____	The writer names a belief held at the start.
_____	New information arrives that challenges the belief.
_____	The writer's thinking begins to change.
_____	The writer explains why the change mattered.

Part 4: Setting

Write the first sentence of a narrative. Include where the character is and what the character notices.

My first sentence

Part 5: Important Moment

Reason: A changed belief can reveal how careful thinking matters. Write one sentence that shows the moment your thinking changed. Then explain why that moment mattered.

A sentence that shows the moment your thinking changed

Why it changed your thinking

Part 6: Short Narrative

Write six to eight sentences that develop the experience. Include setting, actions, a thought or dialogue, an important moment, and a lasting effect.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about the cookie passages.

Word	Say it	What it means	Sentence frame
cookie	KUH-kee	A small baked treat.	The missing _____ creates a mystery.
lunch	LUNCH	A meal eaten around midday.	At _____, the students discover the problem.
problem	PROB-lum	Something that needs a solution.	The fifth grade's _____ starts with an empty tray.
hear	HEER	To receive information through listening.	Jordan _____ a claim from Eli.
tell	TEL	To communicate information.	Eli _____ the class what he knows.
think	THINK	To form an idea or belief.	The student _____ about the claim before believing it.
choose	CHOOZ	To select among options.	Students _____ among different treats.
cost	KAWST	The amount required to obtain something.	Cupcakes _____ more than cookies.
class	KLAS	A group of students learning together.	The _____ begins a survey.
question	KWES-chun	A sentence or idea that asks for information.	Mrs. Delgado writes a _____ on the board.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These writing words help you name the job, choose a genre, and plan before drafting. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
genre	ZHON-ruh	A kind of writing with a particular job and features.	The best response _____ is _____.
topic	TOP-ik	What the writing is about.	The _____ is _____.
purpose	PUR-pus	What the writing must accomplish.	The _____ is to _____.
audience	AW-dee-uns	The reader or readers for the writing.	The _____ needs _____.
narrative	NAIR-uh-tiv	Writing that develops an experience.	This _____ develops _____.
evidence	EV-uh-duns	Information that supports a conclusion.	The _____ shows _____.
source	SORS	Where information comes from.	The _____ of the claim is _____.
assumption	uh-SUMP-shun	A belief accepted without enough proof.	The students _____ _____.
investigate	in-VES-tih-gayt	To examine information to find an answer.	The class _____ _____.
brainstorm	BRAYN-storm	To generate many possible ideas before choosing.	I _____ ideas about _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from the cookie passages and the Genre Compass. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
commission	kuh-MISH-un	A group assigned a responsibility.	The Cookie Commission must ____.
recommendation	rek-uh-men-DAY-shun	A supported suggestion about what should be done.	The commission's _____ needs ____.
survey	SUR-vay	A tool for collecting responses from people.	The _____ shows ____.
viewpoint	VYOO-poynt	A person's way of seeing an issue.	Sofia's _____ is ____.
percentage	per-SEN-tij	A part of one hundred.	The cookie _____ is ____.
source reliability	sors ree-ly-uh-BIL-uh-tee	How trustworthy a source is.	Jordan and Eli's _____ is ____.
response ecosystem	ree-SPONS EE-koh-sis-tum	Seven possible writing routes chosen for different jobs.	The Response Ecosystem route is ____.
Genre Compass	ZHAHN-ruh KUM-pus	The decision chain from topic to purpose to audience to response genre to planning strategy.	The Genre Compass begins with ____.
TRAILS	TRAYLZ	A narrative-planning framework for developing an experience.	TRAILS helps a writer develop ____.
collective noun	kuh-LEK-tiv noun	A noun naming a group as one unit.	The word class is a _____ because ____.

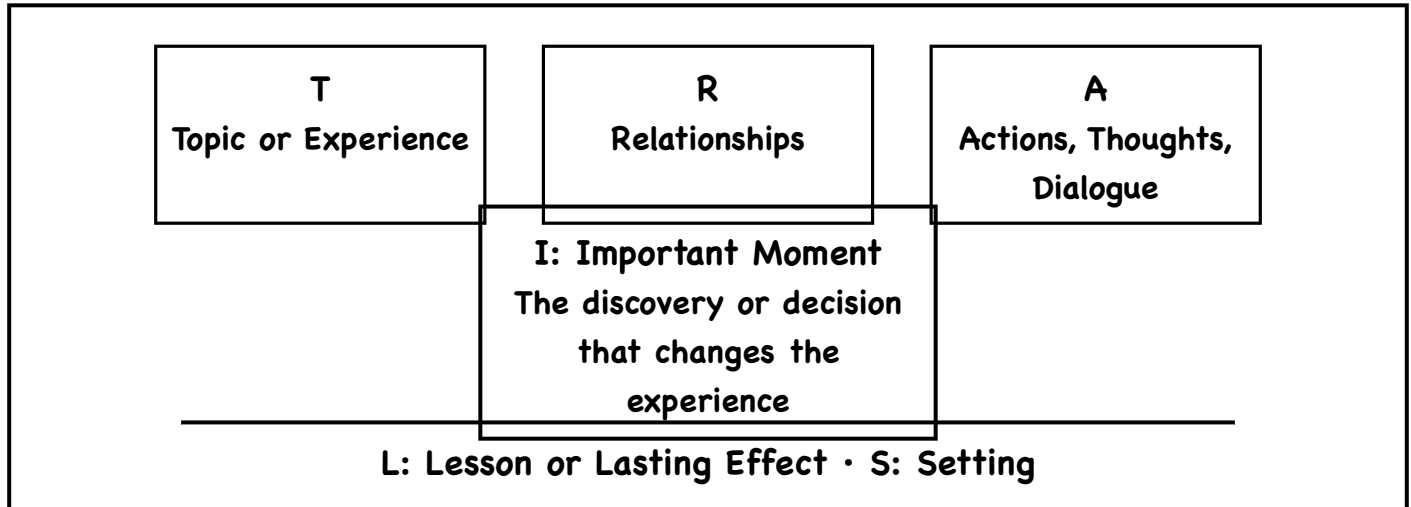
Use one Tier 3 word in a sentence

My Strategy Tools

Genre Compass and TRAILS Narrative Thinking



The Genre Compass is my decision chain: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. When narrative fits, TRAILS develops the experience.



A narrative develops an experience. A list only names events.

Name the Writing Job

Mark	What it means
Red circle	TOPIC: what the writing is about.
Yellow box	PURPOSE: what the writing must do.
Green underline	AUDIENCE: who will read the writing.

When the purpose is to let a reader experience a moment and understand why it mattered, personal narrative is the best genre.

How I decide which genre fits

NARRATIVE fits when... and INFORMATIVE fits when...

NARRATIVE fits when...	INFORMATIVE fits when...
the purpose is to let a reader experience a moment; uses TRAILS to develop setting, character, actions, an important moment, and a lasting effect.	the purpose is to explain information; uses a thesis (central idea), reasons, and evidence to inform the reader.

The purpose decides the genre. Fiction passages can support many different response genres.

How I Say the Standard!

5.11(A)(i):

I can select a genre for a particular topic, purpose, and audience.

5.12(A)(i):

I can compose a literary text using genre characteristics and craft.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Jordan, Maya, and Mrs. Delgado.
- ☐ I use a period or another ending mark.

A genre decision I can explain

Five Thinking Levels

Read from the bottom up. Each level names the kind of thinking a response needs.

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

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Progression of Thinking

Each progression row names the thinking and the task.

Level	Student Thinking	Task
Extended	○	Draft a personal narrative and revise a sentence for structure.
Strategic	□	Justify the genre with purpose and audience and plan with TRAILS.
Skill	▽	Match a writing job to the best response genre.
Recall	△	Name the topic and reading genre of a passage.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Let classmates understand why the change mattered.
HOW	Analyze how parts work together or how something happens.	Explain how the Cookie Commission uses evidence to make a recommendation.

PREPARE prompts ask you to name the genre before you begin writing. Personal narrative fits when the purpose is to let classmates experience a moment and understand why it mattered.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The cookie passages show how rumors, surveys, and evidence shape decisions. Communities make better choices when they check claims and consider more than one viewpoint.

Background I Need

"The Great Chocolate Chip Cookie Mystery" begins with missing cafeteria cookies and rapidly spreading claims. "The Fifth-Grade Cookie Commission" begins with a school treat recommendation that requires surveys, costs, and competing viewpoints.

Words I dotted while reading

The Great Chocolate Chip Cookie Mystery

Fiction passages. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

2 "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.

3 "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.

4 "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

5 "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.

6 "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Fiction passages. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

7 At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

8 "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.

9 "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't."

10 "Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation."

11 Mrs. Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery."

12 That afternoon, Mrs. Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies?

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission

Fiction passages. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

2 "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.

3 "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.

4 "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today."

5 By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School. One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

6 "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Fiction passages. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

7 "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.

8 Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

9 Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

10 "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

11 "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

12 Cupcakes cost more because they required extra ingredients and preparation.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Great Chocolate Chip Cookie Mystery

Claims, reactions, and the moment Mrs. Delgado names the circular source.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: The Great Chocolate Chip Cookie Mystery (continued)

Theories, humor, and the shift from complaint to mystery.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail changes the class from complaining to investigating?

My thinking

My Prompt Marking Notes

A writing job has a topic, a purpose, and an audience. Use these shapes to see each part.

Shape	Word	Question I ask myself
Red circle	Topic	What is my writing about?
Yellow box	Purpose	What must my writing do?
Green underline	Audience	Who will read my writing?

Circle the topic. Box the purpose. Underline the audience.

Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Let classmates understand why the change mattered.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I learn the Genre Compass

Our Question for Today

What is a prompt really asking a writer to do?

1. Gather: Notice the Writing Jobs

Read each writing direction. First, notice what the writer must do. Then, notice who the writing is for. Tell your partner what you notice.

What I notice about the writing jobs

2. Reveal: The Genre Compass

A prepared writer names the topic, purpose, and audience before choosing a response genre. Circle the topic, box the purpose, and underline the audience.

- ☐ Topic: what the writing is about.
- ☐ Purpose: what the writing must do.
- ☐ Audience: who will read the writing.
- ☐ Response genre: the kind of writing that fits the job.
- ☐ Planning strategy: brainstorm, freewrite, map, or TRAILS.

3. Reveal: Source Genre and Response Genre

Both cookie passages are fiction, but the response genre comes from the writing job, not the source. The purpose and audience decide the genre.

? STOP & THINK

Why does the purpose decide the genre, not the passage type?

My answer

Day 1: Reveal, continued

4. Model the Genre Compass Decision

The Cookie Mystery model: a true experience of changed thinking; narrate and reflect; classmates; personal narrative; freewriting followed by TRAILS.

Genre Compass Part	The model shows
Red circle, topic	A true experience of changed thinking
Yellow box, purpose	To narrate and reflect
Green underline, audience	Classmates
Response genre	Personal narrative, because the reader should experience the moment
Planning strategy	Freewriting followed by TRAILS

5. TRAILS in the Model

Match each TRAILS letter to a detail from the cookie passages.

TRAILS letter	What I found
T: Topic or Experience	Discovering a mystery at the cafeteria
R: Relationships	Jordan, Eli, Maya, and Mrs. Delgado
A: Actions, Thoughts, Dialogue	Pointed, asked, shrugged, smiled, pulled up a chair
I: Important Moment	A source that cites itself
L: Lesson or Lasting Effect	The class gained a mystery instead of just missing cookies
S: Setting	The cafeteria on a Friday morning

One TRAILS letter I can explain

Day 1: Reveal, continued

6. Contrast Narrative and a List

Facts can appear inside a narrative. The passage develops the experience through noticing, questioning, investigating, and discovering. A list would only name events.

7. Name the Parts

Sentence	My answer
A narrative develops a _____.	
A list only names _____.	
The topic is what the writing is _____.	
The purpose is what the writing must _____.	
The audience is who will _____ my writing.	

Day 1 Embedded Check

Complete this sentence:

The response genre comes from the writing job because ____

Day 1 Response Ecosystem

The Response Ecosystem names seven routes. Each route fits a different purpose.

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

? STOP & THINK

Which route fits a writing job about a time you changed your thinking after new information?

The route is _____ because the purpose is _____

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.

One TRAILS element I want to practice in my own writing

STUDENT WORKBOOK



GENRE SIGNAL SORT

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 genre cards in the middle of the table and the 5 evidence cards in a stack. Store all cards in your Pocket Practice.

GENRE COMPASS	TRAILS
RESPONSE ECOSYSTEM	Jordan pointed dramatically at an empty silver tray.
Mrs. Delgado smiled and said, 'We have now discovered a source that cites itself.'	The class still lacked cookies, but it had gained a more useful problem to solve.
By 11:42 on Friday morning, fifth grade had a problem.	The Cookie Commission began with a survey.

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

TRAILS

A narrative planning framework: Topic or Experience, Relationships, Actions, Important Moment, Lasting Effect, Setting.

GENRE COMPASS

The decision chain: Topic, Purpose, Audience, Response Genre, Planning Strategy.

Actions (A)

RESPONSE ECOSYSTEM

Seven routes: Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, Research/Inquiry.

Lesson or Lasting Effect (L)

Important Moment (I)

Actions (A)

Setting (S)

STUDENT WORKBOOK



Day 2: Attempt

I sort writing jobs by genre



Our Question for Today: How do I match a writing job to the best response genre?

1. Genre Signal Sort

- Sit with your group. Place the response genre labels face up in the middle. Stack the writing-job cards face down.
- Draw one card. Read the entire card aloud.
- The decision maker proposes the genre and strategy.
- The evidence speaker proves the choice with topic, purpose, and audience.
- The checker invites one respectful challenge.
- After all cards are sorted, check each against the Self-Check key.
- Put every card back in Pocket Practice.

Round	1	2	3	4	5
My partner					
My point					

2. Talk About It

Say why one writing-job card matched one response genre.

My reason

3. Name the Writing Job

Read the practice prompt. Circle the topic. Box the purpose. Underline the audience. Then write the genre.

Circle the topic. Box the purpose. Underline the audience.

Explain how the Cookie Commission uses evidence to make a recommendation.

The genre is _____ because the purpose is _____

Day 2: Attempt, continued

4. Genre Signal Sort Recording

Record one Genre Signal Sort decision. Name the writing job, your genre choice, and the reason.

Part	My response
Writing job	
Topic	
Purpose	
Audience	
Response genre	
Reason the genre fits	

5. Optional Challenge

Change the purpose of the cafeteria-manager card so the writer must defend a claim with reasons and evidence. Explain why argumentative writing becomes stronger than correspondence for that new job.

My explanation

Day 2 Embedded Check

A genre name without a topic, purpose, and audience reason does not earn the point. An attempt is allowed to change.

Writing job	Topic	Purpose	Audience	Response genre
Use Cookie Mystery to tell a story about a student who learns not to repeat a claim before checking evidence.	A changed belief.	Narrate.	Classmates.	Narrative.
Use Cookie Commission to teach how surveys and interviews support a recommendation.	Evidence for a recommendation.	Explain.	Students who need instruction.	Informative.
Use both passages to support which habit matters most for fifth graders.	Decision-making habit.	Support a judgment.	Classmates.	Opinion.
Write to the cafeteria manager recommending one way to gather input.	Student input.	Communicate directly.	Cafeteria manager.	Correspondence.

One choice I can explain with topic, purpose, and audience

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain my thinking and draft



Our Question for Today

Why does personal narrative fit when the purpose is to develop an experience?

1. Discuss

Explain your reasoning, not just your answer. Use the full frame: The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____.

Question	My thinking
How is the source genre different from the response genre?	
What does purpose and audience add to a genre decision?	
How is a narrative different from an ordered list?	
What does the important moment do in a narrative?	
What TRAILS element was hardest to explain?	

My discussion notes

2. My Personal Connection

Think of a time you believed something and then changed your thinking after receiving new information. Tell which detail from the cookie passages made you think of it.

My connection and the detail that made me think of it

Retell how the students in the cookie passages moved from rumors and assumptions to evidence.

My retelling

Tell one way a narrative and a list of facts are different.

My comparison



? STOP & THINK

The purpose decides the genre. In the model prompt, what must the writing let classmates do?

My answer

3. Use: PREPARE Header and TRAILS Plan

Complete every PREPARE field, justify personal narrative for classmates, and choose a planning strategy before you begin TRAILS.

PREPARE Header	My response
Topic	
Purpose	to ____
Audience	
Response genre	
Planning strategy	

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

My genre decision: personal narrative fits because...



My Independent Personal Narrative

Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Write for classmates who need to understand why the change mattered.

My narrative

Embedded Check

Did I develop the experience with TRAILS?

- ☐ I named topic, purpose, audience, and response genre.
- ☐ I separated reading genre from response genre.
- ☐ I included a setting and an action.
- ☐ I slowed down at the important moment.
- ☐ My narrative ends with a lasting effect.

[illegible]

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my preparation

Our Question for Today

What did I write this week that shows I am a prepared writer?

1. Award the Best Parts

Read your narrative. Choose one award only when you can point to evidence: Genre Match, Audience Lens, Planning Route, TRAILS Builder, Sentence Architect, or Convention Checker.

My Award (write it here)

The sentence or decision that earned it

Something I did well, and where I did it

2. Target My Next Step

Replace broad goals such as "write better" with an observable action, a reason, and evidence that will show improvement.

- ☐ Next time I will name the audience before choosing the genre.
- ☐ Next time I will use TRAILS to develop the important moment.
- ☐ Next time I will revise sentence structure before editing conventions.

My target: Next time I will...

3. Revise and Edit

Day 4: Award + Target, continued

4. Share with a Partner

Read your narrative aloud. Your partner identifies the decision chain and the important moment.

Partner checks	My partner's response
Topic	
Purpose	
Audience	
Response genre	
Important moment	

My partner said the strongest part is...

One thing my partner suggested

5. My Reflection

What is one decision I made this week that shows I am a prepared writer?

My reflection

STUDENT WORKBOOK



Day 5: Explain/Educate

I teach someone else



Our Question for Today

How would I teach someone else the Genre Compass decision chain?

1. Explain to Others

Teach a partner the complete decision chain with evidence from your own plan and draft. Use the frames below.

- My topic is _____.
- My purpose is _____.
- My audience is _____.
- The formal genre is personal narrative because _____.
- I planned by _____ because _____.
- One sentence I revised or one convention I checked is _____.

My partner taught me...

2. Educate: Retrieve the Chain

Close your notebook. Retrieve Topic, Purpose, Audience, Genre, and Strategy from memory. Then use the two cookie examples to show that one fiction source can support different response genres.

My Genre Compass retrieval

3. Transfer: Day 5 Exit Ticket

Complete each part on your own.

Writing job: Explain how people can check a claim before accepting it, using clear examples from the cookie passages.

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

My decision chain

Check My Exit Ticket

- ☐ I named the topic, purpose, and audience.
- ☐ I chose a response genre and explained why.
- ☐ I named a planning strategy.
- ☐ My genre decision is justified by the writing job.

Ⓢ STOP & THINK

I can name the writing job, choose a response genre that fits, and begin a stronger draft.

My final Day 5 thought

Day 5 Assessment Prompt Bank

Choose one prompt. Name the topic, purpose, audience, and response genre. Explain why the genre fits.

Prompt	Expected route
Tell classmates about a time someone's words changed your decision.	Personal narrative
Explain source checking to a younger student using the Cookie Commission.	Informative writing
Write a note to Ms. Ruiz about one way to gather student input.	Correspondence

My topic

My purpose

My audience

My response genre and why it fits

My planning strategy



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic. Box the purpose. Underline the audience.

Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information. Let classmates understand why the change mattered.

My Plan

- Name the writing job. Circle the topic. Box the purpose. Underline the audience.
- Choose the genre: narrative, informative, opinion, or correspondence.
- Plan with TRAILS: topic or experience, relationships, actions, important moment, lasting effect, setting.
- Write your narrative. Include a thought or dialogue and a moment that changes understanding.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I improved one sentence for structure.
- ☐ My meaning is clearer for my reader.

Edit

- ☐ I checked subject-verb agreement.
- ☐ I checked collective nouns.
- ☐ I checked spelling of high-frequency words.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Genre decision	I named topic, purpose, audience, and genre.	
Genre justification	I explained why the genre fits the writing job.	
TRAILS plan	I planned with all six TRAILS elements.	
Narrative	My writing develops an experience, not just a list.	
Important moment	I slowed down at the moment that changes the experience.	
Lasting effect	My narrative ends with what the character understands or carries away.	
Setting and character	I included where and when the experience happened.	
Actions and dialogue	I showed what happened through actions and words.	
Revision	I improved one sentence for structure.	
Editing	I checked subject-verb agreement, collective nouns, and spelling.	
Conventions	I used complete sentences, capital letters, and correct spelling.	
Decision chain	I can teach my decision: topic, purpose, audience, genre, and strategy.	
Source vs. response	I separated the reading genre from the response genre.	
Partner share	I read my narrative to a partner and explained my choices.	
Turn-and-Teach	I taught the decision chain to a partner with evidence.	
Genre Compass retrieval	I retrieved topic, purpose, audience, genre, and strategy from memory.	
Exit ticket	I completed the exit ticket independently.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Narrative. The Great Chocolate Chip Cookie Mystery is fiction. I will write about cookies.

What is missing: the student names a genre and the source type but does not yet name topic, purpose, audience, or a job-based reason.

Medium

The topic is a time I believed a claim. My purpose is to tell the story. My audience is classmates, so I chose personal narrative. At lunch, Jordan said the cookies were gone. Theories multiplied. Mrs. Delgado asked where the claim came from, and the source went back to Jordan.

What is missing: the draft needs a clearer important moment and lasting effect. Add reactions, precise dialogue, and why the shift from rumor to investigation mattered.

High

The topic is a time I believed something and then changed my thinking after new information. My purpose is to narrate the experience so classmates understand why the change mattered. My audience is classmates, so my response genre is personal narrative. I planned with freewriting and TRAILS. By 11:42 on Friday morning, the empty cafeteria tray had launched fifth grade into a chocolate-chip-sized emergency. Claims traveled quickly: sixth graders took two each, teachers got the extras, and the principal hid them. Then Mrs. Delgado asked Jordan where he had heard his claim. "From Eli." Eli's answer led straight back to Jordan. When Mrs. Delgado described the claim as a source that cites itself, the rumor chain no longer sounded like proof. The class still lacked cookies, but it had gained a more useful problem to solve: a mystery that required questions instead of assumptions.

Why it works: the response develops the experience with TRAILS elements. The shift from rumor to investigation is the important moment, and the lasting effect connects to purpose.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the topic, purpose, and audience.	☐	☐	☐
Choose the response genre that fits the job.	☐	☐	☐
Explain why purpose and audience decide the genre.	☐	☐	☐
Separate reading genre from response genre.	☐	☐	☐
Choose a matched planning strategy.	☐	☐	☐
Plan with TRAILS: topic, relationships, actions, important moment, lasting effect, setting.	☐	☐	☐
Draft a personal narrative for classmates.	☐	☐	☐
Develop the important moment so the reader understands the change.	☐	☐	☐
End with a lasting effect.	☐	☐	☐
Revise sentence structure.	☐	☐	☐
Edit conventions: complete sentences, agreement, spelling.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new writing task from the cookie passages. Name the topic, purpose, and audience. Choose a response genre and a planning strategy. Then explain why each choice fits the job.

My new prompt

Take It Further! Genre Compass Challenge

Build a full response from one writing task: Choose a new writing job from the cookie passages. Name the topic, purpose, and audience. Select and justify the response genre. If the genre is narrative, plan with TRAILS and write the draft.

- Name the topic, purpose, and audience.
- Choose and justify the response genre.
- Choose brainstorming, freewriting, or mapping.
- If narrative, plan with TRAILS: T, R, A, I, L, S.
- Draft the response for the stated audience.
- Revise one sentence for structure.
- Edit conventions.
- Present your response to the class.

My plan: topic, purpose, audience, genre, planning strategy

My Genre Compass Challenge

Write your full Genre Compass decision and plan in the box below.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Name the Writing Job

Read a writing task with someone at home. Circle the topic, box the purpose, and underline the audience. Together decide which genre fits best. Write one sentence: The best genre is _____ because _____.

Ask them: when have you had to check a claim before believing it?

Family member signature: _____

Follow the Genre Compass

Choose a detail from the cookie passages. Explain how the same detail could support both a narrative and an informative response, depending on the purpose and audience.

Ask them: what is the most surprising recommendation someone ever gave you?

Family member signature: _____

Teach TRAILS

Teach someone at home what TRAILS stands for. Pick one letter and explain what it means using your own narrative.

Ask them: which TRAILS letter do you think makes a story worth following?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am a prepared writer. I name the writing job before I choose a format.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster PREPARE · Module 2

Purpose and Audience Change the
Response



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster PREPARE • Module 2

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All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Purpose and Audience Change the Response



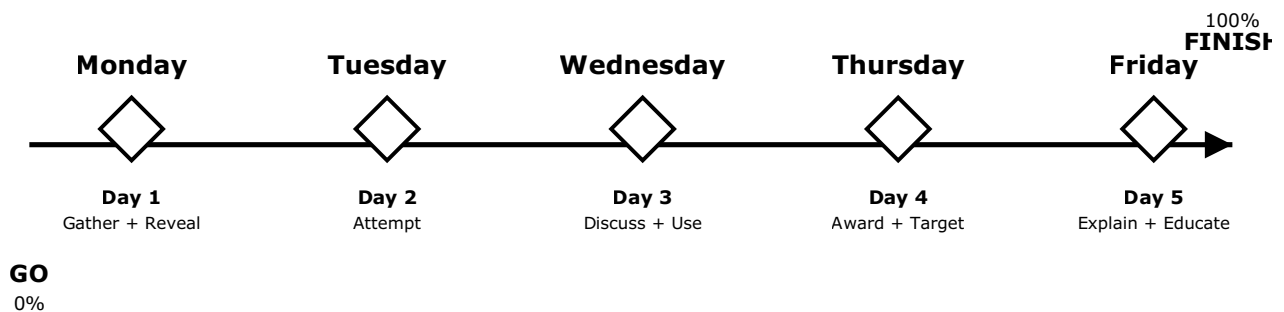
Why This Matters to Me

Before I face a blank page, I decide what my writing needs to do. I name my topic, purpose, and audience, then choose the genre and planning strategy that fit the job. When narrative fits, I use TRAILS to develop the experience for my reader.

Essential Question

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

My Week Tracker



Color one step for each day I finish.

My First Thinking

I Can

- I can select and justify a response genre using the topic, purpose, and audience.
- I can adjust details, style, and register to fit my reader.
- I can develop a personal narrative with TRAILS and audience-aware craft.

I Will

- I will name my reader before choosing details.
- I will support my genre and strategy choices with purpose and audience.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How purpose and audience change the response genre, the details, and the register.	Two fiction passages about a cookie mystery and a cookie commission.	A Genre Compass chart, a TRAILS plan, an audience-aware personal narrative, a revision, and an edit.

Where We Are Going

I will move from naming a writing job to planning and drafting my own personal narrative for classmates. By the end of the week, I will teach someone else the decision chain I used.

I'll Know I've Got It When...

- ☐ I name the topic, purpose, and audience before I choose a genre.
- ☐ I justify my genre with a reason tied to the job.
- ☐ I adjust details, style, and register for my reader.
- ☐ I develop the narrative with TRAILS, including the important moment and the lasting effect.

Check Myself

- ☐ I can name the topic, purpose, and audience of a writing job.
- ☐ I can choose a genre and explain why it fits my reader.
- ☐ I can plan a personal narrative with TRAILS.

How I Will Show What I Know

I will show what I know with a TRAILS plan, an audience-aware narrative, a revision, an edit, and my Day 5 teach-back.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Notice that one story can serve many jobs.
Reveal	Day 1	Learn how purpose and audience change the response.
Attempt	Day 2	Sort the job cards and defend a route.
Discuss	Day 3	Separate the passage genre from the response genre.
Use	Day 3	Plan and draft my own narrative.
Award	Day 4	Point to evidence of growth.
Target	Day 4	Name one next action.
Explain/Educate	Day 5	Teach the chain and one craft choice.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(A)(i):

I can select and justify a response genre using the topic, purpose, and audience.

5.12(A)(i):

I can compose a personal narrative using genre characteristics and craft.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does a prepared writer do before choosing a genre?"

Class answers: "Name the topic, purpose, and audience, then choose the genre that fits the job."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a writing job gives me a topic, a purpose, and an audience. I can write a complete sentence and retell events in order.

A connection I can make

Remember It!

- ☐ A writing job has a topic, a purpose, and an audience.
- ☐ A reader knows, needs, and expects different things.
- ☐ A complete sentence has a subject and a verb.

One idea I remember

Ready Check

- ☐ I can name what a passage is about.
- ☐ I can say who will read my writing.
- ☐ I can put events in order from first to last.

Watch Out! Common Mix-Up

Watch out. The two passages are both fiction, but that does not decide my response genre. My purpose and my audience decide the genre. If my purpose is to let classmates experience a change, personal narrative fits.

Where This Fits in My Writing

Prepared writers name the topic, purpose, and audience before drafting. They choose the genre and planning strategy that fit the reader, then adjust details and register so the response does its job.

What I want to remember before I start

Where I Am Starting

Show what I already know about a writing job before we begin. This is not for a grade. It helps my teacher and me see my starting point.

Part 1: Name the Writing Job

Read the job below. Then answer in the box.

Writing job: Write a short narrative for classmates about a time new information changed your mind.

Circle the topic. Box the purpose. Underline the audience.

Part 2: Thesis (Central Idea)

Write one sentence that states the change you will show. Use the topic and add your own answer.

My thesis (central idea)

Part 3: Order the Events

Number these four sentences 1, 2, 3, 4 to show the order they belong in a narrative.

Number	Sentence
	The team compared several sources instead of stopping after the first one.
	I read one version of the story and believed it right away.
	The new information changed what I decided to do.
	I asked a question that sent me looking for a second source.

Part 4: The First Sentence

Write the first sentence of your narrative. The first sentence should pull your reader into the moment.

My first sentence

Part 5: Details and Evidence

A narrative shows the moment with details.

One detail I would show my reader

Why that detail matters to the experience

Part 6: A Short Draft

Write three or four sentences that show the moment your thinking changed. Use your first sentence and one detail.

My short draft



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a choice you made.

Word	Say it	What it means	Sentence frame
treat	TREET	something special that is given or chosen	The class chose a Friday _____.
vote	VOHT	to choose by marking a choice or raising a hand	We will _____ on the best plan.
choice	CHOYS	the thing a person picks	My _____ was to check one more source.
cost	KOST	the amount of money something takes	The _____ of the treats mattered to the class.
recipe	RESS-uh-pee	the steps and amounts for making food	Ruth Wakefield followed a _____.
story	STOR-ee	a telling of what happened	Two readers heard the same _____.
class	KLASS	a group of students who learn together	Our _____ made a recommendation.
question	KWESS-chun	something a person asks to find out more	I asked a _____ about the evidence.
meeting	MEET-ing	a time when people come together to talk	The _____ lasted ten minutes.
reader	REE-der	the person who will read my writing	I named my _____ before I drafted.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These writing words help me name the job, choose a genre, and plan for a reader. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
perspective	per-SPEK-tiv	the way one person sees or thinks about something	A new _____ changed my decision.
register	REJ-uh-ster	the level of formality in language for a reader	My _____ changed when I wrote to the principal.
craft	KRAFT	the careful choices a writer makes	Dialogue is one _____ move I used.
dialogue	DYE-uh-log	the exact words characters say to each other	The _____ shows what Eli said.
reflection	ri-FLEK-shun	thinking about what an experience meant	My _____ explains why the moment mattered.
accuracy	AK-yer-uh-see	how correct or true something is	The team checked the _____ of the story.
viewpoint	VYOO-point	the position from which someone looks at an idea	Each _____ added something new.
responsibility	ri-spon-suh-BIL-uh-tee	a duty a person is expected to carry	Checking a source is a _____.
compromise	KOM-pruh-mize	an agreement where each side gives a little	The class reached a _____.
freewriting	FREE-ry-ting	writing without stopping to judge or correct	I used _____ to find my opening.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from The Great Chocolate Chip Cookie Mystery and The Fifth-Grade Cookie Commission.

Word	Say it	What it means	Sentence frame
Ruth Wakefield	ROOTH WAYK-feeld	the cook whose recipe began a famous cookie	I read a version of the _____ story.
Nestle	NESS-lay	the company connected to the first chocolate chip cookie	The story about _____ was not complete.
commission	kuh-MISH-un	a group chosen to study something and report	The _____ gathered survey results.
recommendation	rek-uh-men-DAY-shun	advice a group gives after studying a choice	The class wrote a _____.
coalition	koh-uh-LISH-un	people or groups who join for one goal	A _____ of students shared one plan.
dietary	DYE-uh-fair-ee	having to do with the foods a person can eat	The class asked about _____ needs.
deliberate	di-LIB-er-it	done on purpose after thinking	Their choice was _____, not rushed.
Audience Lens	AW-dee-uns LENZ	the three questions I ask about my reader	The _____ helped me pick details.
Genre Compass	ZHAHN-ruh KUM-pus	the steps I follow to choose a response genre	I used the _____ to name my route.
TRAILS	TRAYLZ	the craft moves that develop a narrative	I planned my narrative with _____.

Use one Tier 3 word in a sentence

My Strategy Tools

The Genre Compass and the Audience Lens



The Genre Compass

The compass points at the job, not at the passage. I read the writing situation, then name the topic, the purpose, and the audience before I choose anything.

Step	Question I ask	What I write down
1	What is this about?	Topic, in a few words.
2	What must my writing do?	Purpose: to experience, to teach, to ask, to defend, to judge, to express.
3	Who will read it?	Audience: a friend, a classmate, a principal, a younger student, a stranger.
4	Which route fits the job and the reader?	Genre: narrative, informative, correspondence, argumentative, opinion, or poetry.
5	How will I plan it?	Planning strategy: TRAILS for an experience, or another planner that fits the route.

The Audience Lens

A reader knows something, needs something, and expects something. I look through the lens three times before I draft.

Lens question	What it changes
What does my reader already know?	The background I explain and the background I skip.
What does my reader need?	The details I keep, the order I use, and the register I choose.
What does my reader expect?	The conventions, the format, and the level of formality.

A writing job I can name right now: topic, purpose, audience, genre

The Seven Routes

Same topic. Different job. The route changes when the purpose or the audience changes, even when the topic stays the same.

Route	Purpose it serves	What it sounds like
Narrative	Let a reader experience an event, a change, or a moment.	I tell what happened, what I thought, and what it meant.
Informative	Teach or explain information to a reader.	I organize facts and ideas so the reader learns.
Correspondence	Send a message to a specific reader.	I address the reader and ask, thank, or request.
Argumentative	Defend a claim with reasons and evidence.	I state a claim and back it with evidence.
Opinion	State a judgment and support it.	I say what I think and why it matters.
Poetry	Express an idea through images, sound, and lines.	I choose images, sound, and line breaks.
Response to a source	Answer a question about a passage.	I use the passage as my evidence.

Narrative Craft

When narrative is the right route, I develop the experience with craft moves: relationships, actions, thoughts, dialogue, an important moment, a lasting effect, and setting.

Two routes I can already tell apart, and the job each one does

How I Say the Standard

These are the standards behind this module. I say them in my own words so I can hear what the job asks of me.

5.11(A)(i):

I can select and justify a response genre using the topic, purpose, and audience.

5.12(A)(i):

I can compose a personal narrative using genre characteristics and craft.

Five Thinking Levels: WHY

Read from the bottom up. A WHY prompt asks for a reason, and the levels show how deep the reason can go.

Level	Hidden Question	Student Thinking	Thinking Focus
Level 1 Recall	What is it?	I can name the topic.	Recall
Level 2 Skill	How do I do it?	I can follow the steps.	Skill
Level 3 Strategic	Which way works here?	I can choose a way that fits.	Strategy
Level 4 Extended	Why does it work?	I can explain the reason it works.	Explanation
Level 5 Reflective	Why does this matter to everyone?	I can explain how it matters beyond this task.	Experience and lasting meaning

A WHY signal word I know, and the level it asks for

Five Thinking Levels: HOW

HOW prompts ask about the way something works or the way parts fit together.

Level	Hidden Question	Student Thinking	Thinking Focus
Level 1 Recall	What are the parts?	I can list the parts.	Recall
Level 2 Skill	What is the order?	I can put the steps in order.	Skill
Level 3 Strategic	Which way works here?	I can pick the way that fits.	Strategy
Level 4 Extended	How do the parts connect?	I can explain how the parts work together.	Explanation
Level 5 Reflective	How does this matter beyond the task?	I can explain how it matters in a new situation.	Experience and lasting meaning

A source passage does not choose my response genre, and it does not choose my details either. My purpose and my audience do.

Check My Writing

- ☐ My purpose and audience fit my reader.
- ☐ I use a capital letter for the names in my writing.
- ☐ I use a period or another ending mark.

A thinking level I want to try, and why



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Both passages show a community gathering evidence and deciding fairly. A reader can check a claim before repeating it.

Background I Need

Both passages are fiction. The first follows Maya, Jordan, and Eli as they compare sources about Ruth Wakefield. The second follows a class that weighs survey results, cost, and dietary needs before recommending a treat plan.

Words I dotted while reading

The Great Chocolate Chip Cookie Mystery

Fiction passage. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

2 "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.

3 "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.

4 "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

5 "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.

6 "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.

7 At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

8 "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.

9 "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't. Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation."

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Fiction passage. Read every paragraph. Use Dot, Discover, Drop.

My
marks

10 Mrs. Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery."

11 That afternoon, Mrs. Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies? 2. How was the chocolate chip cookie actually invented? "We are going to investigate both," she announced. Jordan raised his hand. "Can we investigate while eating replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams.

12 Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.

13 "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.

14 Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed. "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

15 Mrs. Delgado walked over. "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs. Delgado smiled.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission

Fiction passage. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 1 On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.
- 2 "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.
- 3 "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION. The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.
- 4 "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School. One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.
- 5 "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said.
- 6 "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey.
- 7 Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent. Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Fiction passage. Read every paragraph. Use Dot, Discover, Drop.

My
marks

8 "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down.

9 "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable. Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

10 "We also have students with food allergies and dietary restrictions," she explained. "Whatever you recommend should include a choice they can safely enjoy." Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. "Okay," he said. "That's information we needed."

11 Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. "Maybe the survey needs another question," Maya suggested. So they conducted a second survey.

12 This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety. Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

13 "Who are these people?" "Citizens," Maya said. By Wednesday, the simple question, What dessert should we serve?, had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

14 Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. "So we survey before ordering," Eli said. "That could work," Maya replied.

15 Jordan looked shocked. "Did the Cookie Party just compromise with the Research Party?" "There is no Research Party." "There should be." Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

16 "Forty-four percent chose cookies. That's more than anything else." Sofia disagreed.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Great Chocolate Chip Cookie Mystery

TRACKS: time words for the year and the era (T, pastel green), the reactions of Maya, Jordan, and Eli (R, pastel purple), their actions as they check sources (A, pastel yellow), and the names of the people and the company (C, pastel yellow).

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: The Great Chocolate Chip Cookie Mystery (continued)

TRACKS: time and sequence words (T, pastel green), the reactions of the three friends (R, pastel purple), their research actions (A, pastel yellow), and the names of the people (C, pastel yellow).

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Which detail helps a reader understand why the change mattered?

My thinking

My Prompt Marking Notes

The writing job gives me a topic, a purpose, and an audience. I use one mark for each so I can slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this about?
Yellow box	Purpose	What must my writing do?
Green triangle	Audience	Who will read it?

Circle the topic. Box the purpose. Underline the audience.

Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal

One story, many jobs



Gather: One Story, Two Readers

The same true story can be told to two different readers, and it changes each time. Today I gather examples and name what changes.

Reader	What the reader needs	What I would change
A best friend	The fun and the feelings	
A principal or a teacher	The facts and the reasons	

? STOP & THINK

When the reader changes, which changes first: the details, the word choices, or the order?

My thinking about the two readers

Reveal: The Decision Chain

A prepared writer walks the same chain every time. I name the chain, then use it all week.

Step	What I decide	My example
Topic	What is this about?	
Purpose	What must my writing do?	
Audience	Who will read it?	
Genre	Which route fits the job and the reader?	
Planning strategy	How will I plan it?	

Purpose and audience change the genre, the details, the style, and the register. The topic can stay the same.

My decision chain for one writing job

[illegible]

Reveal: Four Quick Writes

Keep one topic. Four short writes. Watch what changes when the purpose or the audience changes.

Write	Job	My opening line
1	Narrate it for a friend	
2	Explain it to a younger student	
3	Ask a principal for something	
4	Defend a claim about it	

Which opening changed the most, and why

[illegible]

STUDENT WORKBOOK



Same Topic, Different Job

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the six route cards and the six job cards. Match each job card to the route that fits its purpose and audience. Store all cards in your Pocket Practice.

Narrative	Informative
Correspondence	Argumentative
Opinion	Poetry

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Informative

Route: the purpose is to teach or explain information to a reader.

Narrative

Route: the purpose is to let a reader experience an event, a change, or a moment.

Argumentative

Route: the purpose is to defend a claim with reasons and evidence.

Correspondence

Route: the purpose is to send a message to a specific reader.

Poetry

Route: the purpose is to express an idea through images, sound, and line breaks.

Opinion

Route: the purpose is to state a judgment and support it.

STUDENT WORKBOOK



Same Topic, Different Job

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the six route cards and the six job cards. Match each job card to the route that fits its purpose and audience. Store all cards in your Pocket Practice.

Tell classmates about a time new information changed your mind.	Teach younger students why checking a source matters.
Ask a principal for permission to survey students.	Defend the fairest way to choose Friday treats.
State which lesson is most useful for fifth graders.	Show that one rumor can spread outward.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

INFORMATIVE. It teaches information to a reader.

NARRATIVE. It lets readers experience the change.

ARGUMENTATIVE. It defends a claim with reasons and evidence.

CORRESPONDENCE. It sends a message to a specific reader.

POETRY. It expresses an idea through images and sound.

OPINION. It states a judgment and supports it.

STUDENT WORKBOOK



Day 2: Attempt

Same topic, different job



Sort the Six Job Cards, Then Defend a Route

Use the cards I cut out. Read each job card. Name its topic, purpose, and audience, then choose the route that fits. I do not answer with a feeling. I answer with a reason.

Job card	Topic	Purpose	Audience	Best route

? STOP & THINK

Would any job card fit two routes? What would I need to know to decide between them?

One route I chose, and the reason it fits the job

STUDENT WORKBOOK



Day 3: Discuss + Use



Discuss the two cookie texts, then use the chain

Discuss: Two Texts, Two Decisions

Both passages share one topic: cookies. The two texts still make different decisions. I compare the decisions, not just the events.

What the text decides	The Great Chocolate Chip Cookie Mystery	The Fifth-Grade Cookie Commission
Topic		
Purpose		
Audience		
How it ends		

? STOP & THINK

The passage genre and my response genre are two different decisions. Say that in my own words.

How the passage genre and the response genre are different

Use: Plan My Narrative

Now I write my own. My purpose is to let my classmates experience a change. My audience is my classmates. Narrative fits the job.

Genre Compass step	My decision
Topic	
Purpose	
Audience	
Genre	
Planning strategy	

My Audience Lens

Lens question	My answer
What do my classmates already know?	
What do my classmates need?	
What do my classmates expect?	

The change I want my classmates to experience

Use: Plan with TRAILS

TRAILS develops the experience for my reader. I do not need every row, but I need the important moment and the lasting effect.

TRAILS	How I will develop it	My notes
Relationship	Who is with me, and how do we talk?	
Actions	What I do, step by step	
Thoughts	What I think while it happens	
Dialogue	A line someone says	
Important moment	The moment my thinking changes	
Lasting effect	What stays with me after	
Setting	Where I am, and what I notice	

The important moment, in one sentence

Use: Draft the Moment

Draft the important moment first. I can build the rest of the narrative around it.

My draft of the important moment

Switch the Job

Keep the same topic. Write for a different reader or a different purpose. Change only the details, the style, and the register.

The same topic for a different reader

STUDENT WORKBOOK



Day 4: Award + Target



Award my growth, then target one next action

Award: Point to My Growth

Award is not a prize. I point to a line in my own work and name what I did better than I could before.

I grew at...	The line that shows it	Why it counts as growth

Then I name one observable next action. It has to be something a reader could see me do.

My one next action, and how a reader will see it

STUDENT WORKBOOK

Day 5: Explain + Educate



Teach the decision chain

Explain: Plan My Lesson

Today I teach. I will teach the decision chain and one craft choice I used, and I will show evidence from my own writing.

What I will teach	How I will show it
The decision chain: topic, purpose, audience, genre, planning strategy	
One craft choice: relationships, actions, thoughts, dialogue, important moment, lasting effect, or setting	
One piece of evidence from my own writing	

The exact words I will say first

Educate: Hold the Standard

A good teacher can name the standard behind the work. I say the standard in my own words, then show one place my writing meets it.

5.11(A)(i):

I can select and justify a response genre using the topic, purpose, and audience.

5.12(A)(i):

I can compose a personal narrative using genre characteristics and craft.

Standard	Where my writing meets it	How I would teach it
5.11(A)(i)		
5.12(A)(i)		

My teach-back in one paragraph



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

My purpose is to let my classmates experience a change. My audience is my classmates. Narrative fits the job.

Circle the topic. Box the purpose. Underline the audience.

Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

My Plan

- Name my topic, purpose, and audience in one line.
- Choose the important moment where my thinking changed.
- List the actions, thoughts, and one line of dialogue for that moment.
- Write the lasting effect so my classmates know why it mattered.

Two craft moves I will use in my important moment

The craft move that will help my reader most, and why

My TRAILS Plan

Relationship, Actions, Thoughts, Dialogue, Important moment, Lasting effect, Setting. I check that my important moment and my lasting effect are both present.

My first sentence, and the reader it is for

[illegible]

My Draft



Use my plan. Write the whole narrative. Show the important moment instead of telling about it.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My narrative lets my classmates experience the change.
- ☐ My important moment shows actions, thoughts, or dialogue.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Maya, Jordan, Eli, and Ruth Wakefield begin with capital letters.
- ☐ Cookies, commission, and classroom are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add my narrative to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Decision chain	I named the topic, purpose, and audience.	
Genre	I chose narrative and said why it fits my reader.	
TRAILS	I developed the important moment for my reader.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this job. Notice what improves from Low to Medium to High.

Write a personal narrative for classmates about a time new information caused you to change a decision.

Low

One time I changed my mind. I read something and then I decided I was wrong. Changing my mind was a good thing.

The writer tells about the change instead of showing it.

Medium

I read one story about the cookie and believed it. Then Jordan said it might be wrong. We checked more sources and some parts did not match. After that I decided to check before I repeat something.

The events are in order and the change is clear, but the moment is summarized.

High

The magazine said the cookie was invented by accident, and I believed it before I finished the first page. I told everyone at lunch. Then Jordan set down her sandwich and said, my book says it happened a different way. I felt my face get warm. For a second I wanted to argue, because I liked the exciting version. Instead I asked, where did your book get its facts? We spent the rest of lunch writing what each source said on sticky notes. Two notes agreed that the dough was already sweet. Only one note mentioned a million dollars. I stared at that lonely note. When the bell rang, I copied the lists into my folder. I did not tell the cookie story at dinner. I wanted one more source first.

The writer develops the moment with actions, thoughts, and dialogue, then shows the lasting effect.

[illegible]



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I named the topic, purpose, and audience of a writing job.	☐	☐	☐
I chose a genre and explained why it fit my reader.	☐	☐	☐
I planned a personal narrative with TRAILS.	☐	☐	☐
I revised sentence structure before I edited.	☐	☐	☐
I taught the decision chain and one craft choice.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

A writer names the topic, purpose, and audience first, then chooses the response genre and planning strategy that can do that job for that reader. When the purpose is to let a reader experience a change, personal narrative fits, and TRAILS develops the experience with relationships, actions, thoughts, dialogue, an important moment, a lasting effect, and setting.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

I keep this page with my other work. It shows how my thinking grew.

My new prompt

Keep the Topic, Change the Reader

Keep one cookie detail fixed. Write an opening for a best friend, then a new opening for a principal. Keep one cookie detail fixed. Write an opening for a best friend, then write a new opening for a principal. Change only the details, the register, and the conventions.

- Choose one cookie detail from either passage.
- Write an opening for a best friend.
- Write a new opening for the principal.
- Name one detail and one word choice that changed.

My two openings and the changes I made

My Decision Chain (draw it or write it)

Topic, purpose, audience, genre, planning strategy.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

One Story, Two Readers

Choose one small true experience. Tell it once for a friend and once for a teacher or principal. Name one detail and one word choice that changed for each reader.

When have you told a story differently because the reader changed?

Family member signature: _____

The Decision Chain

Without looking at notes, say the chain: topic, purpose, audience, genre, planning strategy. Then explain how changing only the audience could change the details and the register.

What does a principal need to know that a best friend might not?

Family member signature: _____

Teach the Decision Chain

Teach someone at home the decision chain you used this week. Show one detail you chose for your reader and explain why it fits.

Which choice do you think helped your reader the most?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I name the job before I choose the genre, and I develop the moment for my reader.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster PREPARE · Module 3

Choose the Route and the Planning
Strategy



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster PREPARE • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Choose the Route and the Planning Strategy



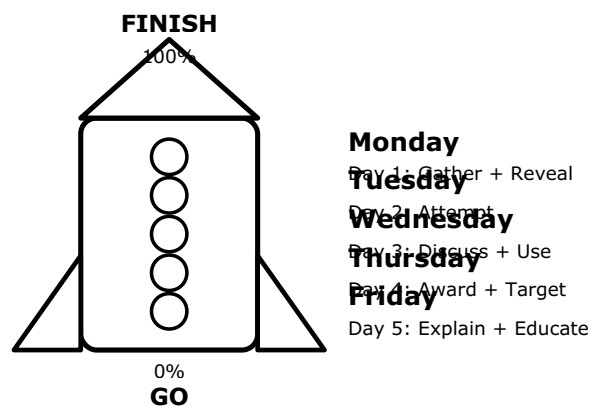
Why This Matters to Me

Prepared writers make decisions before drafting. They name the writing job, notice the topic, purpose, and audience, select a response genre, and choose a planning strategy that fits the thinking the genre requires. The cookie passages show how gathering information, comparing viewpoints, and checking evidence can change a choice.

Essential Question

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

My Week Tracker



Color one part of the rocket at the end of each day. Watch your preparation launch from GO to FINISH!

My First Thinking

I Can

- I can select and justify a response genre by using topic, purpose, and audience.
- I can choose a planning strategy that fits the thinking my genre requires.
- I can justify both my genre and my planning strategy with a clear reason.
- I can revise at least two sentences to improve sentence structure before editing.

I Will

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will match my planning tool to the writing job.
- I will prove my choices with topic, purpose, and audience.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to choose and justify a response genre and planning strategy.	"The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" at High stamina.	A PREPARE header, a justified plan, a personal narrative, and a standards check.

Where We Are Going

Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

I'll Know I've Got It When...

- ☐ My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- ☐ My one-sentence justification explains why the route and plan fit the job.
- ☐ My plan develops an important moment, dialogue, reflection, and a lasting effect.
- ☐ My revision improves sentence structure, and my editing checks complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.

Check Myself

- ☐ I named the writing job before choosing a genre.
- ☐ I explained how my planning tool fits the thinking I need.

How I Will Show What I Know

My Genre Route Relay recording sheet, PREPARE header, plan, personal narrative, revisions, editing check, and Author-Educator explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather ideas from both cookie passages.
Reveal	Day 1	I reveal the Genre Compass.
Attempt	Day 2	I place route and strategy cards and defend both choices.
Discuss	Day 3	I explain why my route and plan fit the job.
Use Independently	Day 3	I complete a PREPARE header, plan, and draft.
Award	Day 4	I point to evidence of a decision I made on purpose.
Target	Day 4	I revise sentence structure and choose a next step.
Explain/Educate	Day 5	I teach the complete decision chain.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(A)(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

5.12(A)(i):

compose literary texts such as personal narratives and poetry using genre characteristics

Call and Response

Read this together as a class before we start.

Teacher asks: "What comes before choosing a route?"

Class answers: "Topic, purpose, and audience!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can recognize topic, purpose, and audience, name both cookie passages as fiction, retell events in order, and listen to another viewpoint.

A connection I can make

Remember It!

- ☐ Brainstorming generates many options quickly.
- ☐ Freewriting lets thinking grow through continuous writing.
- ☐ Mapping makes relationships, sequence, and connections visible.

One idea I remember

Ready Check

- ☐ I can name the topic, purpose, audience, response genre, and planning strategy.
- ☐ I can explain how checking evidence changed the cookie investigation.
- ☐ I can choose more than one route when the justification is sound.

Watch Out! Common Mix-Up

Do not choose a response genre only because the source is fiction. The writing job decides the route. Do not choose the same planning tool every time. Choose the tool that organizes the thinking the job requires.

Where This Fits in My Writing

The same cookie detail can support a narrative, an informative response, an opinion or recommendation, correspondence, or research and inquiry. Purpose and audience decide the route.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own.

Part 1: Name the Writing Job

Read the direction. Name the topic, purpose, and audience before choosing a route.

Name the topic. Underline the purpose. Box the audience.

Explain how checking evidence changed the class's understanding of the missing cookies for a classmate.

Topic, purpose, and audience

Part 2: Choose the Route and Plan

The response genre is _____ because _____.

The planning strategy is _____ because it organizes _____.

Part 3: Reading Genre or Response Genre?

Both cookie passages are fiction. Explain why that does not force every new response to be fiction.

My explanation



Words I Need

Tier 1, everyday words



These everyday words help me talk about the cookie passages and my decisions. Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
cookie		a small baked treat	The missing cookies _____.
team		a group working together	The team _____.
search		to look carefully for information	The first search _____.
clue		information that helps solve a problem	The first clue was _____.
chart		a picture that organizes information	The chart showed _____.
order		a request for a set amount of something	The order sheet showed _____.
question		a sentence that asks for information	The question was _____.
plan		steps decided ahead of time	My plan is to _____.
choice		one option a person picks	The best choice is _____.
reason		why a person makes a decision	My reason is _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help me understand a writing job and explain my decision. Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
strategy		a planning tool a writer chooses on purpose	The strategy that fits this job is _____.
mapping		organizing ideas and their relationships visually	Mapping helps me show _____.
sequence		the order in which events or ideas happen	The sequence was _____.
relevant		closely connected to the writing job	A relevant detail here is _____.
transition		a word or phrase that connects ideas	I used the transition _____.
credibility		how trustworthy a source or claim is	The claim gained credibility when _____.
survey		a set of questions used to gather opinions	The survey showed _____.
recommendation		a supported suggestion about what should be done	The recommendation was _____.
collective noun		a word naming a group, such as class or team	The collective noun is _____.
revise		change writing to make the meaning stronger	I revised my sentence to _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These passage words help me talk about the cookie passages like an expert. Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
Ruth Wakefield	rooth WAYK-feeld	the experienced baker connected to the chocolate chip cookie	Ruth Wakefield's recipe _____.
Toll House Inn	tohl hows in	the inn where the cookie recipe was developed	At the Toll House Inn, _____.
Nestlé	NESS-lay	the chocolate company connected with the cookie	The cookie became connected with Nestlé because _____.
deliberate	dih-LIB-er-it	done on purpose and carefully, not by accident	The creation was deliberate because _____.
evidence	EV-uh-dens	facts that support or test a claim	The evidence showed _____.
reliable	rih-LY-uh-bul	able to be trusted or depended on	A reliable source is one that _____.
Genre Compass	ZHAHN-ruh KUM-pus	a decision chain from topic to planning strategy	The Genre Compass begins with _____.
response genre	rih-SPONSS ZHAHN-ruh	the kind of writing that fits the job	The response genre fits because _____.
freewrite	FREE-write	write continuously to discover thinking	I freewrite when _____.

Use one Tier 3 word in a sentence



My Strategy Tools

The Genre Compass



The source text gives me content and craft to notice. The writing job, purpose, and audience decide my response route.

The Three Planning Strategies

Strategy	Choose It When	What It Organizes
Brainstorming	You need many options quickly.	Possible details, reasons, questions, or requested actions.
Freewriting	You need to discover what you think through writing.	Moment-by-moment thinking, memories, and language that can become a draft.
Mapping	You need to see relationships, sequence, or connected parts.	People, events, causes, effects, survey results, and viewpoints.

A writing job and the planning strategy that fits it

The Genre Compass: Five Decisions

Decision	Question	Cookie-Passage Example
Topic	What is the writing about?	Evidence and decision making in the cookie investigation.
Purpose	What must the response accomplish?	Explain how checking information changed a choice.
Audience	Who will read it?	A classmate, a principal, a family, or a general reader.
Response Genre	What kind of writing best does the job?	Informative response, recommendation, correspondence, or personal narrative.
Planning Strategy	What tool organizes the thinking?	Brainstorm, freewrite, or map, chosen for the job.

Oral Rehearsal

This genre fits because _____, and this plan fits because _____.

Reading Genre Is Not Response Genre

Both cookie passages are fiction. A new writing job can still call for a personal narrative, informative response, opinion, recommendation, correspondence, poetry, or research and inquiry response.

The source is fiction, but my response genre is _____ because _____.

How I Say the Standard!

5.11(A)(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

5.12(A)(i):

compose literary texts such as personal narratives and poetry using genre characteristics

5.12(A)(ii):

compose literary texts such as personal narratives and poetry using craft

The Five Thinking Levels

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 • Red	○		Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2 • Orange	□		Try a route with partial reasoning.	Sort a task card with a frame.
Level 3 • Yellow	▽		Connect route and details to purpose and audience.	Defend a Genre Route Relay decision.
Level 4 • Green	△		Apply the complete chain independently.	Complete the PREPARE header and plan.
Level 5 • Blue	◇		Reflect, transfer, and teach.	Explain how changing the audience changes details and register.

The thinking level I want to reach this week, and why



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The Cookie Mystery shows a class checking evidence before blaming anyone. The Cookie Commission shows students listening to different needs before recommending a plan.

Background I Need

Both sources are fiction. The source genre supplies content and craft, but the writing job, purpose, and audience decide the response genre.

Words I dotted while reading

The Great Chocolate Chip Cookie Mystery

Fiction passages. High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled. "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered. "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied. "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow. "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged. "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation. At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous. "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention. "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't. Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment.

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Fiction passages. High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

2 "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs. Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs. Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies? 2. How was the chocolate chip cookie actually invented? "We are going to investigate both," she announced. Jordan raised his hand. "Can we investigate while eating replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams. Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests. "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently. Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed. "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country. Mrs. Delgado walked over.

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Fiction passages. High stamina. Read every paragraph. Use Dot, Discover, Drop.

3 "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs. Delgado smiled. "That is worth remembering." Meanwhile, another team investigated the missing cafeteria cookies. Their first clue came from the cafeteria manager, Ms. Ruiz. "No one stole anything," she said, laughing. "That's exactly what someone involved in a cookie theft would say," Jordan whispered. Maya elbowed him. Ms. Ruiz showed them the order sheet. The cafeteria normally prepared 180 desserts for the fifth-grade lunch period. Recently, however, the school had started offering two dessert choices on Fridays: fruit cups and cookies. The cafeteria staff had expected about half of the students to choose each option. "What actually happened?" Maya asked. Ms. Ruiz pointed toward a chart. Only twenty-seven students had selected fruit cups. Nearly everyone else had wanted cookies. "So there weren't fewer desserts," Eli said. "There were fewer cookies," Maya corrected. "Because you predicted more people would choose fruit," Jordan said. "Exactly." Jordan stared at the numbers. "So sixth grade didn't steal them?" "No." "The teachers didn't eat them?" "No." "The principal doesn't have a secret cookie vault?" Ms. Ruiz laughed. "Not that I know of." When the class returned to the room, each team shared its findings. Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies. Teachers got the extras. Chocolate chips might be dangerous. The principal has a cookie vault. Mrs. Delgado crossed out the last two before anyone could argue. Under WHAT WE THOUGHT, they listed their assumptions. Under WHAT THE EVIDENCE SHOWED, they wrote: The cafeteria predicted that more students would choose fruit cups than actually did. Then Maya added: The famous "accidental invention" story about the chocolate chip cookie may leave out important details.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission

Fiction passages. High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess. "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled. "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand. "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School. One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused. "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said. "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey. Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Fiction passages. High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

2 Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet. "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down. "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable. Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting. "We also have students with food allergies and dietary restrictions," she explained. "Whatever you recommend should include a choice they can safely enjoy." Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. "Okay," he said. "That's information we needed." Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. "Maybe the survey needs another question," Maya suggested. So they conducted a second survey. This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety. Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response. "Who are these people?" "Citizens," Maya said. By Wednesday, the simple question, What dessert should we serve?, had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies. Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. "So we survey before ordering," Eli said. "That could work," Maya replied. Jordan looked shocked.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Fiction passages. High stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

3 "Did the Cookie Party just compromise with the Research Party?" "There is no Research Party." "There should be." Then a new argument began. Should the class simply choose the most popular option? Jordan thought so. "Forty-four percent chose cookies. That's more than anything else." Sofia disagreed. "But fifty-six percent chose something other than cookies." Trevor raised his banana-shaped campaign sign. "Democracy has spoken." "Nobody knows what your party believes," Maya told him. "Potassium." Mrs. Delgado called the class together. "You seem to have reached the most important part of the assignment." "Dessert?" Jordan asked. "Disagreement." Everyone groaned. "Disagreement isn't always a problem," she continued. "It can show that people value different things. Your job isn't to make everybody think alike. Your job is to decide how to make a reasonable recommendation." The students reviewed everything they had collected. The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information. The nurse explained health and allergy concerns. Students shared different viewpoints. Finally, Maya drew a chart. "What if we rotate the Friday treat," she suggested, "but every Friday includes an alternative for students who can't or don't want to eat the main dessert?" Sofia leaned closer. "So cupcakes could still happen?" "Yes." "Cookies?" "Yes." Trevor raised his hand. "Bananas?" "Unfortunately, yes." Trevor celebrated. Eli added another idea. "What if the cafeteria posts the next month's choices ahead of time and students vote before Ms. Ruiz orders everything?" Ms. Ruiz, who had returned for the discussion, nodded. "That would give me better information." Jordan studied the proposal. "So cookies wouldn't win every week." "No," Maya said. "But they would still appear regularly?" "Yes." "And nobody gets left out?" "That's the goal." Jordan sighed. "I accept democracy." On Friday, the Cookie Commission presented its recommendation to Principal Bennett. Their proposal included: a rotating Friday treat, a safe alternative each week, a monthly student preference survey, estimated costs, and a system for Ms.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Great Chocolate Chip Cookie Mystery

Mark TRACKS evidence: Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark exact details that can serve more than one writing purpose and more than one reader.

My best TRACKS phrase and why I chose it

Annotate: The Great Chocolate Chip Cookie Mystery (continued)

Mark TRACKS evidence: Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Both cookie passages are fiction. Why does the new writing job still decide the response genre?

My thinking

My Prompt Marking Notes

A writing direction gives me the job. I name each part before I choose a response genre.

Shape	Word	Question I ask myself
Topic	What is the writing about?	Name it in a short phrase.
Purpose	What must the response accomplish?	Name the writing job.
Audience	Who will read it?	Name what the reader knows, needs, and expects.

Name the topic. Underline the purpose. Box the audience.

Write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice.

The topic, purpose, and audience in my own words

STUDENT WORKBOOK



Day 1: Gather + Reveal



Name the writing job and reveal the Genre Compass

Our Purpose for Today

I gather ideas from the cookie passages and reveal how the Genre Compass guides a writing decision.

5.11(A)(i):

plan a first draft by selecting a genre for topic, purpose, and audience

G: Gather from the Cookie Passages

Revisit the missing cafeteria cookies, the order sheet, the sources about Ruth Wakefield, the two surveys, cost, dietary needs, disagreement, and compromise.

Source situation	Information gathered	Decision that changed
Missing cookies	Order sheet and dessert choices	The shortage came from the prediction, not theft.
Cookie history	Several accounts about Ruth Wakefield	The famous accident story may leave out details.
Cookie Commission	Surveys, cost, health needs, and viewpoints	A rotating plan with a safe alternative fit more needs.

One source detail that changed a decision

R: Reveal the Genre Compass

First name the writing job. Do not jump to a genre. Ask what you need to accomplish and who needs to understand the response.

Name the topic. Underline the purpose. Box the audience.

Explain how checking evidence changed the class's understanding of the missing cookies for a classmate.

Decision	Model answer
Topic	how checking evidence changed the cookie investigation
Purpose	<u>explain</u>
Audience	a classmate
Response Genre	informative response
Planning Strategy	mapping because sequence and cause and effect need to be visible

? STOP & THINK

Stop and think: Why does fiction name the source form but not automatically determine the new response genre?

My Day 1 route justification

STUDENT WORKBOOK



GENRE ROUTE RELAY

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Stack the 6 writing job cards face down. Read a card, name topic, purpose, and audience, place a route card, place a strategy card, and defend both choices. Store the cards in Pocket Practice.

Write a personal narrative about a time gathering information changed a choice.

Explain three ways students influenced the Cookie Commission recommendation.

Generate a school-choice recommendation using survey, cost, and student needs.

Write a formal request to Principal Bennett for a future dessert plan.

Investigate whether the most popular choice should win.

Write a poem about the surprise of discovering evidence.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a card only after your group has defended both choices.

Informative plus map. A map can organize several connected influences.

Personal narrative plus freewrite. Freewriting can uncover moment-by-moment thinking.

Correspondence plus brainstorm. A brainstorm can list purpose, audience needs, requested action, and reasons.

Opinion or argumentative response plus map. A map can hold evidence, viewpoints, and a conclusion.

Poetry plus freewrite. Freewriting can discover images and language.

Research and inquiry plus map. Mapping can sort claims, survey results, and counterpoints.

STUDENT WORKBOOK

Day 2: Attempt

Genre Route Relay



5.11(A)(i):

select a genre and use a range of planning strategies

Read the writing job. Name topic, purpose, and audience. Place a route card, place a strategy card, and defend both choices.

Relay Roles

Role	Job	My name
Reader	Read the complete writing job.	
Route Chooser	Place a response genre card.	
Strategy Chooser	Place a planning strategy card.	
Reason Speaker	Defend both choices with purpose and audience.	

Different routes can be defended when the purpose-audience reason is clear. Change your route when you hear a stronger explanation.

Round	1	2	3	4	5	6
My partner						
My point						

A changed-route reason I heard

Genre Route Relay Recording Sheet

Card	Topic, purpose, audience	Route, strategy, and reason
1		
2		
3		
4		
5		
6		

Compare Two Defensible Routes

Choose one card that could support two routes. Explain what must change in the purpose or audience for the second route to fit better.

Route 1 and its reason

Route 2 and the purpose or audience change it needs

Day 2 Closing

I changed my route from _____ to _____ because _____.

STUDENT WORKBOOK

Day 3: Discuss + Use Independently



Explain the route, then use it

5.12(A)(i):

compose literary texts such as personal narratives using genre characteristics

5.12(A)(ii):

compose literary texts such as personal narratives using craft

D: Discuss the Decision

Discuss what the class learned by checking evidence, listening to different viewpoints, and changing a decision.

What changed, and which evidence or viewpoint caused the change?

Purpose and Audience Evidence

Explain why your route and planning strategy fit the job. Use topic, purpose, and audience as your evidence, not only the genre name.

This route fits because _____. This plan fits because _____.

U: Use Independently

Name the topic. Underline the purpose. Box the audience.

Write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice.

Choose brainstorming, freewriting, or mapping. Your plan must organize the thinking of a personal narrative.

Required PREPARE Header

Field	My decision
Topic	
Purpose	
Audience	
Response Genre	Personal narrative
Planning Strategy	Brainstorming / Freewriting / Mapping

This genre fits because _____, and this plan fits because _____.



Personal Narrative Planning Frame

Planning Step	My plan
Topic of my experience	
Purpose of my personal narrative	
Audience: what this reader knows, needs, and expects	
Important moment	
Thoughts and actions around the moment	
Dialogue that fits the reader	
Reflection and lasting effect	

STOP & THINK

Stop and think: Does my plan organize the thinking a personal narrative needs?

Why my planning strategy fits



My Personal Narrative

Draft with details, dialogue, thoughts, and reflection when those choices fit your audience.

My draft

Check My Plan

- ☐ My header names all five decisions.
- ☐ My justification explains why the route and plan fit the job.
- ☐ My plan develops an important moment.
- ☐ My details, dialogue, thoughts, and reflection fit my audience.
- ☐ My ending communicates a lasting effect.

Standards Application Check

Mark two sentences whose structure can show a clearer relationship among events, thoughts, or actions. Revision comes before editing.

Original sentence 1

Revised sentence 1 and the relationship it shows

Original sentence 2

Revised sentence 2 and the relationship it shows

Editing Check

☐ I checked subject-verb agreement.

☐ I checked collective nouns.

☐ I checked high-frequency spelling.

Day 3 product: PREPARE header, plan, opening draft, and strategy justification.

STUDENT WORKBOOK

Day 4: Award Yourself + Target



Prove a decision, then strengthen the next one

5.11(C)(i):

revise drafts to improve sentence structure

A: Award a Decision Made on Purpose

Point to evidence in your PREPARE header, plan, draft, or route explanation. Your award names a strength you can prove.

- ☐ Complete Compass Award: My header names all five decisions.
- ☐ Purpose and Audience Award: My justification uses both.
- ☐ Planning Fit Award: My strategy organizes the thinking my genre requires.
- ☐ Narrative Craft Award: My important moment, dialogue, thoughts, and reflection fit my reader.
- ☐ Structural Revision Award: My new sentence structure shows a clearer relationship.

I award myself the _____ Award because my work shows _____.

T: Target Revision Before Editing

Read your draft aloud. Improve at least two sentence structures for a clearer relationship, then check agreement, collective nouns, and high-frequency spelling.

- My next writing goal is to _____ because _____.
- A decision I still need to practice is _____.
- A stress point in my preparation was _____, so next time I will _____.
- I will know I improved when _____.

The relationship my revised structure shows

My precise target

Day 4 Closing

My evidence-based award and the next action it points to

STUDENT WORKBOOK

Day 5: Explain or Educate Others



Teach the decision chain

5.12(A)(ii):

compose literary texts such as personal narratives and poetry using craft

Turn and Teach

Teach Topic to Purpose to Audience to Response Genre to Planning Strategy in your own words. Then name one planning tool for a different writing job and explain why it fits.

Author-Educator Card

Frame	My answer
My topic is _____.	
My purpose is _____.	
My audience is _____.	
My response genre is _____ because _____.	
My planning strategy is _____ because _____.	
One craft choice that fits my reader is _____.	
One sentence structure I revised is _____.	

My fresh-recall decision chain

Listener Restatement

- ☐ Restate the topic.
- ☐ Restate the purpose and audience.
- ☐ Restate the response genre and planning strategy.
- ☐ Ask the author to explain one reason with evidence from the writing job.

My partner's five decisions

Fresh Application

Choose one supported detail from either cookie passage. Create a clear writing job with a purpose and audience. Select the response genre and planning strategy.

Supported detail and new writing job

Response genre, planning strategy, and why both fit

Day 5 Closing

Preparation makes my writing stronger because _____.

Student Exit Ticket

Writing job: Use "The Great Chocolate Chip Cookie Mystery" to write a personal narrative for your classmates showing how checking evidence changed what the class believed about the missing cookies.

Item	My answer
1. Topic	
2. Purpose	
3. Audience	
4. Response genre	
5. Planning strategy	
6. Justification	This genre fits because _____. This strategy fits because _____.
7. One supported detail	

Before I Turn It In

- ☐ I named the writing job.
- ☐ I justified the response genre.
- ☐ I explained how the strategy fits the thinking.
- ☐ I used one supported passage detail.

My supported detail and what it shows

Exit Ticket Self-Check Key

Use this key after you complete the exit ticket. A different genre or strategy can also work when the reason is grounded in topic, purpose, audience, and the thinking the response requires.

Item	Secure example	Points
1 to 3	Topic: how checking evidence changed what the class believed about the missing cookies. Purpose: share an experience and the change in thinking. Audience: classmates.	3
4	Personal narrative. The purpose is to share an experience and a change in thinking.	1
5	Freewriting, then a TRAILS plan. Freewriting helps discover the moment the thinking changed. TRAILS organizes the experience.	1
6	This genre fits because the purpose is to share how our thinking changed, and this strategy fits because freewriting helps me discover the important moment for my classmates.	3
7	Only twenty-seven students had selected fruit cups. This shows there were fewer cookies, not fewer desserts.	2

One answer I strengthened after checking the key



Write More

Additional Writing Opportunity: Plan and Draft



Writing Prompt

Choose one supported detail. Name the purpose and audience before selecting the genre and planning strategy.

Name the topic. Underline the purpose. Box the audience.

Choose one supported detail from the High stamina Cookie Mystery or Cookie Commission. Create a new writing job with a purpose and audience, then produce the response using only details supported by the excerpts.

My Plan

- 1. Record Topic, Purpose, Audience, Response Genre, and Planning Strategy. Justify both choices.
- 2. Draft for the reader. Revise one sentence structure and name the reader benefit.
- 3. Edit complete simple sentences for subject-verb agreement, collective nouns, and high-frequency spelling.

Step 1: Record the Topic, Purpose, and Audience.

Step 2: Select the Response Genre and explain why it fits.

Drafting Space



Use only details supported by the excerpts. Fit your content, style, register, and conventions to the reader.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I revised one sentence structure to clarify a relationship among ideas or actions.
- ☐ I can state how the revision helps my reader.

Edit

- ☐ I checked complete simple sentences with subject-verb agreement.
- ☐ I checked collective nouns.
- ☐ I checked high-frequency spelling.

My revised sentence

Share

Read your response to a partner. The partner identifies the purpose, audience, genre, and strategy before looking at the header.

What my partner identified, and what that shows me

Success Criteria

Check each line when you can show it in your work.

Part	I can show...	Check
PREPARE decision	All five fields are specific and accurate.	
Justification	The genre and strategy are explained through purpose and audience.	
Personal narrative craft	The important moment, details, dialogue, thoughts, and reflection serve the reader.	
Revision	At least two sentence structures improve clarity.	
Editing	Complete sentences, agreement, collective nouns, and spelling are checked accurately.	

Study the Samples

Read the Low, Medium, and High responses. Notice how source-supported details, planning, narrative craft, and reflection improve.

Use the High-Stamina excerpts of "The Great Chocolate Chip Cookie Mystery" to write a personal narrative showing how gathering information and checking evidence changed what the class believed about the missing cookies.

Low

Our class investigated the missing cookies. Ms. Ruiz showed us the order sheet. The cafeteria guessed wrong.

What is working: The response names the investigation and one true finding from the passage. Teacher notes: The response lists events without the setting, dialogue, or the reflection that the evidence changed the class's thinking. What needs improvement: Choose a planning strategy and use TRAILS to add the classroom setting, the fruit-cup numbers, the dialogue, and the reflection that the evidence, not the rumor, explained the shortage.

Medium

Our team was sure sixth grade had taken the cookies. Then Ms. Ruiz showed us the order sheet. The cafeteria had prepared 180 desserts and expected about half of the students to choose each option, but only twenty-seven students had selected fruit cups. 'So there weren't fewer desserts,' Eli said. 'There were fewer cookies,' Maya corrected. We had blamed sixth grade before we checked the evidence.

What is working: The setting, the numbers, the dialogue content, and the corrected assumption form a clear sequence. Teacher notes: The response shows the investigation, but the reflection about why checking evidence mattered could be clearer. What needs improvement: Revise the ending to explain how checking the order sheet changed what the team believed.

What improves from Low to High?

Study the High Sample

This is the target. Notice how the evidence builds toward the change in thinking.

High

When the cookies disappeared, I was certain sixth grade had taken them, and I said so out loud. Our team was assigned the history mystery, but another team investigated the missing cookies, and their first clue came from the cafeteria manager, Ms. Ruiz. She showed us the order sheet. The cafeteria had prepared 180 desserts and expected about half of the students to choose each option, but only twenty-seven students had selected fruit cups. 'So there weren't fewer desserts,' Eli said. 'There were fewer cookies,' Maya corrected. Back in the room, Mrs. Delgado divided the whiteboard into WHAT WE HEARD, WHAT WE THOUGHT, and WHAT THE EVIDENCE SHOWED, and under the last column we wrote that the cafeteria had predicted more students would choose fruit cups than actually did. I finally understood my own change of mind: I had repeated a rumor before I checked a single fact, and now I gather the evidence before I decide what to believe.

What is working: The response uses the passage setting, the cafeteria manager, the order-sheet numbers, the dialogue, and the whiteboard columns to build toward the moment the thinking changed. Sentence structures vary, and the reflection communicates a lasting effect for classmates. Teacher notes: This model plans with a strategy and develops the source-supported experience with TRAILS, keeping classmates focused on why checking evidence mattered.

Formative Check

Component	Student Requirement	Check
PREPARE Header	Names topic, purpose, audience, response genre, and planning strategy.	
Justification	Explains why both choices fit the job.	
Narrative Center	Develops an important moment and lasting effect.	
Revision and Editing	Revises sentence structure before checking required conventions.	

One sentence in my own writing I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name topic, purpose, and audience before choosing a genre.	☐	☐	☐
Separate the passage's reading genre from my response genre.	☐	☐	☐
Select and justify a response genre.	☐	☐	☐
Choose brainstorming, freewriting, or mapping for a reason.	☐	☐	☐
Adjust details and register to fit my reader.	☐	☐	☐
Develop a personal narrative with an important moment and reflection.	☐	☐	☐
Revise sentence structure before editing conventions.	☐	☐	☐
Teach my complete decision chain with evidence.	☐	☐	☐

One thing I am proud of:

A route or planning strategy choice I made successfully, and the evidence in my work

One thing I want to get better at:

My precise next step for purpose, audience, response genre, or planning strategy

Essential Question Answered

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

The answer

A writer names the topic, purpose, and audience first. The writer then chooses the response genre that best accomplishes the job and a planning strategy that organizes the thinking that genre requires. The writer uses the plan to draft, revises sentence structure, edits conventions, and explains the decisions with evidence. In this module, the cookie passages show that strong decisions grow from information, viewpoints, and careful attention to the reader.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Fresh Recall

Without looking at notes, reconstruct Topic to Purpose to Audience to Response Genre to Planning Strategy. Then check your sequence.

The complete decision chain from memory

Take It Further! Two Planning Routes

Keep the genre fixed while you design two defensible planning routes. Keep one genre fixed, build two defensible planning routes, choose the stronger route for a named audience, then explain what changes when the audience changes.

- Name one shared topic, purpose, audience, and response genre.
- Build Planning Route A and Planning Route B.
- Name what each route organizes well.
- Choose the route that would produce the stronger draft for the named audience.
- Change the audience and explain what must change in content, style, register, or planning.

My two routes, what each organizes, and the route I choose

Change the Audience

Show how a new audience changes details, register, or the planning choice.

At-Home Connection

Choose one card to discuss with someone at home. Explain the decision in one sentence.

Pick the Planning Tool

Choose one small writing job, such as a thank-you note, a story, or directions. Decide whether a brainstorm, a freewrite, or a map would organize it best.

Ask: What is the writing job, and which planning tool fits it best?

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 3 Snapshot

Keep this page with your other work. It shows how your preparation grew.

The most useful word I learned

The decision I can make fastest

The Complete Decision Chain

Topic to Purpose to Audience to Response Genre to Planning Strategy.

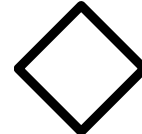
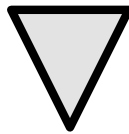
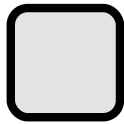
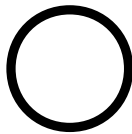
My Proud Moment This Week

Grade 5

Cluster PREPARE

Module 4

Independent Genre Decision and Transfer



Name: _____

Teacher: _____

My pages help me read, think, write, and grow.

The Writing Academy®, LLC

Grade 5 • Cluster PREPARE • Module 4

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All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Independent Genre Decision and Transfer



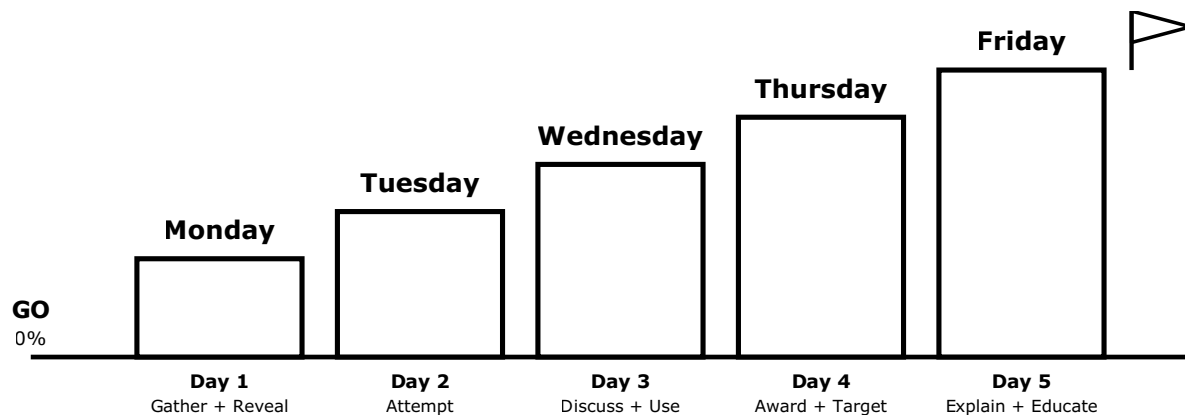
Why This Matters to Me

This is the PREPARE readiness bridge. I apply the complete Genre Decision Chain without teacher-selected answers: analyze a new writing task, select and justify a response genre, plan with an effective strategy, draft a personal narrative, revise sentence structure, edit Grade 5 conventions, and explain how the same content would change in another genre. Personal narrative remains my formal Grade 5 composition route, and transfer becomes evidence of my true independence. The passage gives me content. The writing direction gives me the job. The Genre Compass is Topic to Purpose to Audience to Response Genre to Planning Strategy. Purpose and audience decide the genre.

Essential Question

How does an independent writer analyze a new task, choose and justify a route, and transfer the same content into another genre?

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

- I can independently analyze a new writing task and name the topic, purpose, and audience.
- I can select and justify both a response genre and a planning strategy.
- I can use TRAILS to develop a personal narrative with an important moment and lasting effect.
- I can revise sentence structure, edit conventions, and explain how content transfers into another genre.

I Will

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will defend each genre choice with topic, purpose, and audience evidence.
- I will draft, revise, and edit independently rather than waiting for a formula.
- I will teach my complete decision chain and show how one idea can move into a second genre.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to independently choose, justify, and use a genre and planning strategy.	Two fiction passages: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission."	A PREPARE header, a TRAILS-planned personal narrative, and a transfer explanation.

Where We Are Going

I will name the writing job, choose and justify my own genre and strategy, draft and revise a personal narrative, and teach my decision chain to someone else.

I'll Know I've Got It When...

- ☐ My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- ☐ My justification explains why both the route and strategy fit the assigned job.
- ☐ My TRAILS plan develops the important moment and lasting effect.
- ☐ My revision improves sentence structure, my editing checks required conventions, and my transfer note explains what would change in a second genre.

Check Myself

- ☐ I name the job before the genre.
- ☐ I gave a reason for my genre.

How I Will Show What I Know

My PREPARE header, TRAILS plan, revised and edited draft, and my Day 5 teach-back.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I retrieve and independently apply the complete Writer Decision Chain.
Reveal	Day 1	I see how purpose and audience become visible before genre selection.
Attempt	Day 2	I defend Genre Court placements with a writing-job reason.
Discuss	Day 3	I separate the source genre from the response genre.
Use Again	Day 3	I plan and draft my personal narrative independently.
Award	Day 4	I identify evidence of my own growth.
Target	Day 4	I name a precise next action.
Explain / Educate	Day 5	I teach the chain and transfer an idea into another genre.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11A(i):

I can independently analyze a new writing task and name the topic, purpose, and audience.

5.12A(i):

I can use TRAILS to develop a personal narrative with an important moment and lasting effect.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does an independent writer name before choosing a genre?"

Class answers: "Topic, purpose, and audience!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before this module, I can tell that both cookie sources are fiction, identify details about rumors, surveys, source reliability, competing viewpoints, compromise, and changed thinking, explain that the reading genre of a passage and the writing genre of a response are separate decisions, and use a sentence frame to explain purpose and audience.

A connection I can make

Remember It!

- ☐ Topic, Purpose, Audience, Genre, Planning Strategy.
- ☐ The passage gives content. The writing direction gives the job.
- ☐ Purpose and audience decide the route.

One idea I remember

Ready Check

- ☐ I name topic, purpose, and audience before naming a genre.
- ☐ I explain why the route fits the job.
- ☐ I name a planning strategy and explain why it fits.
- ☐ I can describe what would change if the audience changed.

Watch Out! Common Mix-Up

Do not let the reading genre choose the response genre. Both cookie passages are fiction, yet the same evidence can support a narrative, informative explanation, opinion, argumentative response, poem, correspondence, or research and inquiry task.

Where This Fits in My Writing

Personal narrative is the formal composition route for my independent product. I use TRAILS to develop Topic or Experience, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, and Setting.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread the two cookie passages in Read and Interact as often as I want.

Part 1: Name the Writing Job

Read the writing prompt above. Circle the topic in red. Box the purpose in yellow. Underline the audience in green.

Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what I believed or decided to do. Write a personal narrative for a school audience and explain why narrative is the best formal genre for this assigned job.

Part 2: Genre Decision

Which genre fits this writing job? Write personal narrative, informative, opinion, or correspondence, and explain why.

My thesis (central idea)

Part 3: Passage Sequence

Number these four sentences 1, 2, 3, 4 to show the order they happen in "The Fifth-Grade Cookie Commission."

Number	Sentence
_____	Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert.
_____	The commission interviewed Ms. Ruiz next.
_____	So they conducted a second survey.
_____	On Friday, the Cookie Commission presented its recommendation to Principal Bennett.

Part 4: Setting

Write the first sentence of a personal narrative. Include where I am and what I notice.

My first sentence

Part 5: Important Moment

Reason: The Cookie Commission based its final recommendation on more than the highest survey percentage. Copy one sentence from the passage that proves the class considered more than one kind of evidence. Then explain in one sentence why it proves this.

A sentence that shows the important moment

Why it changes my thinking

Part 6: Short Narrative

Write six to eight sentences that develop my experience. Include setting, actions, a thought or dialogue, an important moment, and a lasting effect.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a decision I made this week.

Word	Say it	What it means	Sentence frame
choose	CHOOZ	select from options	I choose ____ because ____.
explain	ik-SPLAYN	make something clear	I can explain why ____.
change	CHAYNJ	make or become different	New information changed ____.
reason	REE-zun	an explanation for a choice	My reason is ____.
listen	LIS-un	pay attention to what is heard	The commission listened to ____.
plan	PLAN	an organized way to prepare	My plan helps me ____.
share	SHAIR	communicate with others	I will share my decision with ____.
check	CHEK	examine for accuracy	The class checks ____.
viewpoint	VYOO-point	a person's way of seeing something	Another viewpoint showed ____.
decide	dih-SIDE	make a choice after thinking	The class decided to ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words I will use in every subject. When I know them, I can understand a question and explain my answer.

Word	Say it	What it means	Sentence frame
synthesis	SIN-thuh-sis	combining several pieces of information into one understanding	My synthesis of the evidence is ____.
transfer	TRANS-fur	moving the same content into a different genre or form	I could transfer this idea into ____.
justify	JUS-tuh-fy	explain a decision with reasons	I justify my genre choice because ____.
conventions	kun-VEN-shunz	the standard rules of written English	I edited conventions such as ____.
revision	rih-VIZH-un	improving the structure or meaning of a draft	My revision changed ____.
reliability	rih-ly-uh-BIL-uh-tee	how trustworthy a source is	The class checked reliability by ____.
evidence	EV-uh-dunss	facts or details that support a claim	The evidence shows ____.
consensus	kun-SEN-sus	general agreement reached after discussion	The commission reached consensus by ____.
decision	dih-SIZH-un	a choice made after weighing information	Our decision was ____ because ____.
reflection	rih-FLEK-shun	thinking back on a choice to learn from it	My reflection is that ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our topic. Knowing them helps me talk about our passages like an expert.

Word	Say it	What it means	Sentence frame
genre	ZHAHN-ruh	a type or category of writing	The genre that fits this job is ____.
decision chain	dih-SIZH-un chayn	the connected choices from topic to strategy	I used the decision chain to ____.
source reliability	sors ree-ly-uh-BIL-uh-tee	how trustworthy a source is	The team checked source reliability by ____.
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission had to ____.
compromise	KOM-pruh-myz	a solution where each side gives up something	The class reached a compromise by ____.
percentage	per-SEN-tij	a part of one hundred	The survey percentage showed ____.
TRAILS	traylz	a narrative framework for developing an experience	TRAILS helps me develop ____.
collective noun	kuh-LEK-tiv noun	a noun naming a group as one unit	The word commission is a collective noun because ____.

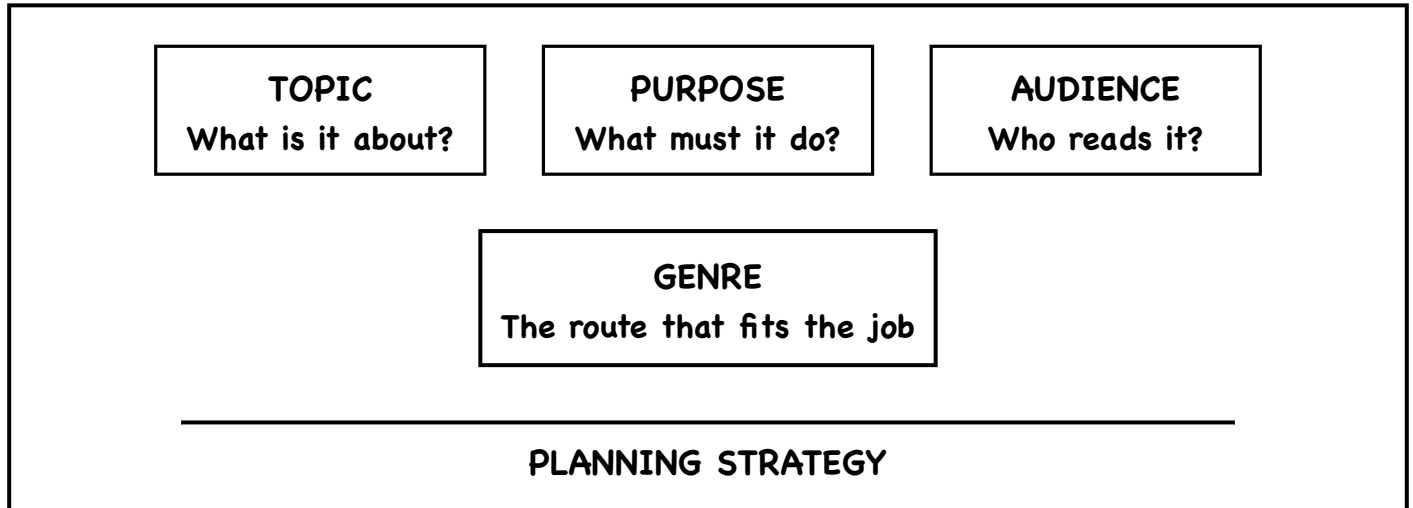
Use one Tier 3 word in a sentence

My Strategy Tools

The Genre Compass



My decision grows from the writing job, not from the passage. The compass shows how I choose a strong response route.



The passage gives me content. The writing direction gives me the job.

Name the Writing Job

Mark	What it means
Red circle	TOPIC: what the writing is about.
Yellow box	PURPOSE: what the writing must do.
Green underline	AUDIENCE: who will read the writing.

A source passage does not choose my response genre. My writing job does.

How the Genre Compass works for me

Narrative and Informative

Narrative	Informative
Let an audience experience a change or discovery, like Cookie Mystery's investigation into the missing cookies and the true cookie history.	Explain or teach information, like teaching younger students why evidence and listening matter before making a decision.

The writing direction decides the genre. The passage's own genre does not.

How I Say the Standard!

5.11A(i):

I can independently analyze a new writing task and name the topic, purpose, and audience.

5.12A(i):

I can use TRAILS to develop a personal narrative with an important moment and lasting effect.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Ruth Wakefield and Toll House Inn.
- ☐ I use a period or another ending mark.

A genre decision I can explain

Five Thinking Levels

Read from the bottom up. Each level names how independently I apply the Genre Decision Chain.

Level	Hidden Question	Student Thinking	Module 4 Task	
Level 5 (Blue) - Reflective			Reflect, transfer, and teach.	Explain how changing purpose or audience changes the response.
Level 4 (Green) - Independent			Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 3 (Yellow) - Visible			Connect route to purpose and audience.	Defend a Genre Court decision.
Level 2 (Orange) - Emergent			Try a route with partial reasoning.	Sort a task card with a frame.
Level 1 (Red) - Foundational			Recall a taught term or source detail.	Name topic, audience, or fiction.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Five Thinking Levels

Each level names how independently I apply the Genre Decision Chain.

Level	Hidden Question	Student Thinking	Module 4 Task	
Level 5 (Blue) - Reflective			Reflect, transfer, and teach.	Explain how changing purpose or audience changes the response.
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Level 1 (Red) - Foundational			Recall a taught term or source detail.	Name topic, audience, or fiction.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	A school anthology needs a true story showing how new information changed one student's decision.
HOW	Analyze how parts work together or how something happens.	A family newsletter needs a clear explanation of how students can check information before sharing it.

PREPARE prompts ask me to name the genre before I begin writing. The passage gives content. The writing direction gives the job. Purpose and audience decide the route.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Having a voice means everybody has a chance to be heard before a decision. The Cookie Commission listened to different viewpoints, gathered information, and made a reasonable recommendation using cost, student needs, allergies, and preferences.

Background I Need

Both cookie passages are fiction, and both give details worth studying. "The Great Chocolate Chip Cookie Mystery" connects a missing-cookies investigation to Ruth Wakefield, the Toll House Inn, and the 1930s, and to a cafeteria order sheet showing an inaccurate prediction. "The Fifth-Grade Cookie Commission" follows a class that surveys students, checks cost and allergy needs, and recommends a rotating Friday treat with a safe alternative.

Words I dotted while reading

[illegible]

The Great Chocolate Chip Cookie Mystery

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled. "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered. "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied. "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow. "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged. "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation. At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous. "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention. "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't. Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment.

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

2 "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs. Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs. Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies? 2. How was the chocolate chip cookie actually invented? "We are going to investigate both," she announced. Jordan raised his hand. "Can we investigate while eating replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams. Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests. "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently. Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed. "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country. Mrs. Delgado walked over.

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

3 "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs. Delgado smiled. "That is worth remembering." Meanwhile, another team investigated the missing cafeteria cookies. Their first clue came from the cafeteria manager, Ms. Ruiz. "No one stole anything," she said, laughing. "That's exactly what someone involved in a cookie theft would say," Jordan whispered. Maya elbowed him. Ms. Ruiz showed them the order sheet. The cafeteria normally prepared 180 desserts for the fifth-grade lunch period. Recently, however, the school had started offering two dessert choices on Fridays: fruit cups and cookies. The cafeteria staff had expected about half of the students to choose each option. "What actually happened?" Maya asked. Ms. Ruiz pointed toward a chart. Only twenty-seven students had selected fruit cups. Nearly everyone else had wanted cookies. "So there weren't fewer desserts," Eli said. "There were fewer cookies," Maya corrected. "Because you predicted more people would choose fruit," Jordan said. "Exactly." Jordan stared at the numbers. "So sixth grade didn't steal them?" "No." "The teachers didn't eat them?" "No." "The principal doesn't have a secret cookie vault?" Ms. Ruiz laughed. "Not that I know of." When the class returned to the room, each team shared its findings. Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies. Teachers got the extras. Chocolate chips might be dangerous. The principal has a cookie vault. Mrs. Delgado crossed out the last two before anyone could argue. Under WHAT WE THOUGHT, they listed their assumptions. Under WHAT THE EVIDENCE SHOWED, they wrote: The cafeteria predicted that more students would choose fruit cups than actually did. Then Maya added: The famous "accidental invention" story about the chocolate chip cookie may leave out important details. Ruth Wakefield was an experienced cook who developed the recipe at the Toll House Inn. Eli stared at the board.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Great Chocolate Chip Cookie Mystery (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

4 “So basically, we were wrong about almost everything.” “I wouldn’t put it quite that way,” Mrs. Delgado said. “I would,” Maya replied. Mrs. Delgado laughed. “Your first ideas weren’t the problem. People form possible explanations all the time. The important question is what you do next.” “Gather evidence?” Maya asked. “Exactly.” Jordan raised his hand. “And then demand more cookies based on that evidence?” Mrs. Delgado considered this. “If you can support your argument.” Jordan immediately pulled the cafeteria chart toward him. The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully. “Research tastes delicious.” Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess. "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled. "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand. "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School. One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused. "Who?" Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. "Cupcakes are clearly more festive," Sofia argued. "They also cost more," Maya said. "You can't put a price on happiness." "The cafeteria literally can." Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, "Vote Banana." By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, "Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence." The Cookie Commission began with a survey. Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

2 Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet. "Cookies win!" "Sit down, Congressman Cookie," Mrs. Delgado said. "But they got the most votes." Maya examined the numbers. "They got the most votes, but more than half the students voted for something else." Jordan slowly sat down. "That feels like unnecessary math." The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable. Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting. "We also have students with food allergies and dietary restrictions," she explained. "Whatever you recommend should include a choice they can safely enjoy." Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. "Okay," he said. "That's information we needed." Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. "Maybe the survey needs another question," Maya suggested. So they conducted a second survey. This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety. Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response. "Who are these people?" "Citizens," Maya said. By Wednesday, the simple question, What dessert should we serve?, had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies. Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. "So we survey before ordering," Eli said. "That could work," Maya replied. Jordan looked shocked.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

3 "Did the Cookie Party just compromise with the Research Party?" "There is no Research Party." "There should be." Then a new argument began. Should the class simply choose the most popular option? Jordan thought so. "Forty-four percent chose cookies. That's more than anything else." Sofia disagreed. "But fifty-six percent chose something other than cookies." Trevor raised his banana-shaped campaign sign. "Democracy has spoken." "Nobody knows what your party believes," Maya told him. "Potassium." Mrs. Delgado called the class together. "You seem to have reached the most important part of the assignment." "Dessert?" Jordan asked. "Disagreement." Everyone groaned. "Disagreement isn't always a problem," she continued. "It can show that people value different things. Your job isn't to make everybody think alike. Your job is to decide how to make a reasonable recommendation." The students reviewed everything they had collected. The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information. The nurse explained health and allergy concerns. Students shared different viewpoints. Finally, Maya drew a chart. "What if we rotate the Friday treat," she suggested, "but every Friday includes an alternative for students who can't or don't want to eat the main dessert?" Sofia leaned closer. "So cupcakes could still happen?" "Yes." "Cookies?" "Yes." Trevor raised his hand. "Bananas?" "Unfortunately, yes." Trevor celebrated. Eli added another idea. "What if the cafeteria posts the next month's choices ahead of time and students vote before Ms. Ruiz orders everything?" Ms. Ruiz, who had returned for the discussion, nodded. "That would give me better information." Jordan studied the proposal. "So cookies wouldn't win every week." "No," Maya said. "But they would still appear regularly?" "Yes." "And nobody gets left out?" "That's the goal." Jordan sighed. "I accept democracy." On Friday, the Cookie Commission presented its recommendation to Principal Bennett. Their proposal included a rotating Friday treat, a safe alternative each week, a monthly student preference survey, estimated costs, and a system for Ms.

A phrase I want to remember

My Words: One new word I learned today: _____

The Fifth-Grade Cookie Commission (continued)

Nonfiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

4 Ruiz to adjust quantities using previous choices. Principal Bennett listened carefully. When they finished, she asked, "Did you end up choosing the plan any one person originally wanted?" The students looked at one another. No one had. "Then how did you decide?" "We used the survey," Maya said. "We checked the cost," Sofia added. "We considered allergies," Eli said. "We listened to people who disagreed with us," another student said. Trevor held up his banana sign. "And we protected minority fruit rights." Principal Bennett tried not to laugh. "So having a voice didn't mean everyone got exactly what they wanted?" "No," Maya said. "What did it mean?" The class became quiet. Jordan finally answered. "It meant everybody had a chance to be heard before we made the decision." Maya added, "And we couldn't just choose based on what we personally wanted. We needed information." Principal Bennett nodded. "That sounds like a useful lesson." The following month, the new system began. Week one featured chocolate chip cookies. Week two had fruit pops. Week three brought cupcakes. Week four offered oatmeal cookies, which created an entirely new controversy. Jordan stared at his oatmeal cookie. "I think the Commission needs an emergency session." "No," Maya said. "Perhaps a petition?" "No." "A peaceful demonstration?" Maya took a bite of her own cookie. "First, you need evidence that there's actually a problem." Jordan considered this. Then he took another bite. "Fine." A moment later he shrugged. "Actually, it's pretty good." Maya smiled. There it was again. A question. New information. A changed opinion. Maybe that was something fifth grade was going to get used to. Because having a voice mattered. Making choices mattered. But the class was beginning to understand something even more important: The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Great Chocolate Chip Cookie Mystery

Mark TRACKS evidence: Time, Reactions, Actions, Character/Concept/Creature, Key Knowledge, Scenery/Setting.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: The Great Chocolate Chip Cookie Mystery (continued)

Mark TRACKS evidence: Time, Reactions, Actions, Character/Concept/Creature, Key Knowledge, Scenery/Setting.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which detail helps a reader understand why these everyday moments matter?

My thinking

My Prompt Marking Notes

A writing direction gives me a topic, a purpose, and an audience. I use the shapes to slow down and see the job before I choose a genre.

Shape	Word	Question I ask myself
Red circle	Topic	What is this writing about?
Yellow box	Purpose	What must the writing do?
Green underline	Audience	Who will read it?

Circle the topic in red. Box the purpose in yellow. Underline the audience in green.

A school anthology needs a true story showing how new information changed one student's decision.

My topic, purpose, and audience in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I retrieve and apply the complete Writer Decision Chain

Class Slide

TOPIC, PURPOSE, AUDIENCE, GENRE, PLANNING STRATEGY. The passage gives me content. The writing direction gives me the job.

1. Gather: Three Writing Jobs

Share a true experience so school readers understand how new information changed me. Expected route: personal narrative. Teach younger students why evidence and listening matter before making a decision. Expected route: informative. Request permission from a school leader to gather student input for a recommendation. Expected route: correspondence.

My notes on today's three writing jobs

2. Reveal: Name the Decision Chain

- ☐ Name the topic.
- ☐ Name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate.
- ☐ Name the audience and what it needs.
- ☐ Select the response genre.
- ☐ Select brainstorming, freewriting, or mapping, and use TRAILS for a formal personal narrative.

3. Teacher Model Using Cookie Mystery

Decision	The Model Shows
Topic	a true experience
Purpose	narrate and reflect
Audience	classmates
Genre	personal narrative
Planning Strategy	freewrite to uncover the change in thinking, then TRAILS

Day 1: Reveal, continued

4. Teacher Model Using Cookie Commission

Decision	The Model Shows
Topic	checking a claim
Purpose	explain
Audience	a younger student
Genre	informative
Planning Strategy	map the main idea, source check, evidence, and conclusion

? STOP & THINK

Why does the response genre come from the writing job, not from the passage's own genre?

My answer

Closing

The response genre comes from the writing job because ____.

STUDENT WORKBOOK



GENRE COURT

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Read each writing situation card aloud. Decide the best route and defend it using topic, purpose, and audience before checking the answer.

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

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check myself. Keep the cards in Pocket Practice when I finish.

R: Relationships

People, ideas, responsibilities, or connections that matter.

T: Topic or Experience

The experience the narrative develops.

I: Important Moment

The discovery, decision, or event that changes the experience.

A: Actions, Thoughts, and Dialogue

Precise details that reveal the experience.

S: Setting

Where and when the experience happens, with sensory details.

L: Lesson or Lasting Effect

What the writer understands, feels, or carries away.

STUDENT WORKBOOK



GENRE COURT

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Read each writing situation card aloud. Decide the best route and defend it using topic, purpose, and audience before checking the answer.

A school anthology needs a true story showing how new information changed one student's decision.

A family newsletter needs a clear explanation of how students can check information before sharing it.

A student council needs a position about how student preferences should influence a school event.

A principal needs a student letter requesting permission to gather information.

A class display needs a poem expressing curiosity, evidence, and changed thinking.

A class inquiry project needs findings about the history and accuracy of the popular cookie origin story.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check myself. Keep the cards in Pocket Practice when I finish.

Informative	Personal narrative
Correspondence	Argumentative
Research / Inquiry	Poetry

STUDENT WORKBOOK

 Day 2: Attempt

I defend a Genre Court decision



Genre Court

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 Response Ecosystem and invites a respectful challenge.

Task Card	Writing Situation
1	A school anthology needs a true story showing how new information changed one student's decision.
2	A family newsletter needs a clear explanation of how students can check information before sharing it.
3	A student council needs a position about how student preferences should influence a school event.
4	A principal needs a student letter requesting permission to gather information.
5	A class display needs a poem expressing curiosity, evidence, and changed thinking.
6	A class inquiry project needs findings about the history and accuracy of the popular cookie origin story.

For each task card, state the proposed genre and strategy, then prove the choice using topic, purpose, and audience. An attempt is allowed to change: state a first decision, listen to the group, and revise the decision when a stronger reason appears.

My first decision for Task Card 1, and my reason

Response Ecosystem

Use this chart to check a Genre Court decision. Match the route to the purpose it is best used for.

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

Closing

I changed my route from ____ to ____ because ____.

STUDENT WORKBOOK



Day 3: Discuss + Use

I plan, draft, revise, and edit independently



Cookie Mystery and Cookie Commission are both fictional narratives. That fact tells me how the sources are written, not how my response must be written.

Class Slide

Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what I believed or 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 Grade 5 PREPARE conventions.

My PREPARE Header

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

Planning Strategy Decision Guide

Strategy	Use It When...	Module Example
Brainstorming	I need several possible ideas.	List possible personal experiences.
Freewriting	I need to uncover a change in thinking.	Write continuously about new information that changed me.
Mapping	I need to organize reasons, evidence, or stages.	Map survey results, costs, needs, and recommendation.

Choose brainstorming, freewriting, or mapping and explain why it fits before drafting.

TRAILS 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.

Revision Model

Original: The class heard a rumor. The group checked the source. The team changed its conclusion. Revision: After the class checked the source, the group changed its conclusion because stronger evidence appeared. Revision changed the structure to show the relationship among the actions. Editing now checks agreement, collective nouns, and spelling.

My revised sentence

Closing

Underline one sentence in my draft that shows the important moment. Star one sentence whose structure I intentionally revised.

STUDENT WORKBOOK



Day 4: Award + Target



I identify evidence of growth and name a precise next action

Purpose: I identify evidence that my preparation improved my writing and select a precise target for my next writing decision.

PREPARE Award

PREPARE Award	Evidence Required
Genre Match Award	I selected a genre that clearly fits the purpose and audience.
Audience Lens Award	I chose details, style, or register with my audience in mind.
Planning Route Award	I selected a strategy that helped organize my thinking.
TRAILS Builder Award	I developed a narrative experience rather than listing events.
Sentence Architect Award	I revised sentence structure to make meaning clearer.
Convention Checker Award	I edited agreement, collective nouns, and high-frequency spelling.

The award I expect to earn this week, and why

My Target

An award in GRADUATE is evidence of growth I can locate in my own work. I do not say only, 'My writing is good.' I name the decision, point to the evidence, and explain the benefit.

- ☐ My next writing goal is to ____ because ____.
- ☐ A decision I still need to practice is ____.
- ☐ A curiosity I want to explore is ____.
- ☐ I will know I improved when ____.

Closing

I heard evidence of my growth when I said _____. My target is specific because _____.

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach another learner my complete decision chain

Purpose: I use my own plan and writing to teach another learner how a writer moves from a writing situation to a justified genre and an effective draft.

Author-Educator Card

Author-Educator Card	Student Response
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	_____

One decision from my card I am most ready to teach

Teach and Listen

Listeners restate the writer's purpose and audience, name one choice that clearly fits the genre, ask for one clarification, and give evidence-based feedback. Fresh recall: close my notebook and reconstruct Topic, Purpose, Audience, Genre, Strategy from memory.

STOP & THINK

Closing

Preparation makes my writing stronger because ____.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the purpose in yellow. Underline the audience in green.

Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what I believed or 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 Grade 5 PREPARE conventions.

My Plan

- Name the writing job: topic, purpose, audience.
- Choose the genre: personal narrative, informative, opinion, or correspondence.
- Select a planning strategy: brainstorm, freewrite, or map.
- Plan with TRAILS: Topic or Experience, Relationships, Actions/Thoughts/Dialogue, Important Moment, Lesson or Lasting Effect, Setting.
- Draft, then revise sentence structure before editing conventions.

Two possible reasons from the passage

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Ruth Wakefield and Toll House Inn begin with capital letters.
- ☐ Commission and survey are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Genre Decision	Names topic, purpose, audience, route, strategy, and a defensible justification.	
Narrative Development	Develops relationships, actions, thoughts, dialogue, important moment, lasting effect, and setting.	
Revision	Improves sentence structure for meaning and identifies reader benefit.	
Editing	Checks agreement, collective nouns, and high-frequency spelling accurately.	
Transfer	Explains what the second audience and purpose require the writer to keep and change.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain how the Cookie Commission's final recommendation used more than one kind of evidence.

Low

The students wanted different treats. They took surveys. Then they made a plan.

What Is Working: The response identifies preferences, surveys, and a later plan. What Needs Improvement: Add the 44 percent result, the cost and allergy information, and the reason a rotating plan with a safe alternative responds to more than one need.

Medium

The first survey showed that 44 percent of students chose cookies, but more than half chose something else. Ms. Ruiz explained costs, and the nurse explained allergies. After a second survey revealed students' reasons, the commission suggested rotating treats and providing a safe alternative.

What Is Working: The response uses accurate evidence and explains a clear sequence from data to recommendation. What Needs Improvement: Explain how the plan balances popularity, cost, choice, and access for the school community.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

At first, the Cookie Commission treated the largest survey percentage as a winner: 44 percent of students preferred cookies. The class noticed, however, that more than half had selected something else. The commission then added information the first vote could not show. Ms. Ruiz explained cost and preparation, the nurse raised allergy and dietary needs, and a second survey revealed why students made their choices. Because the evidence represented several needs, the students recommended rotating treats, offering a safe alternative each week, and collecting preferences before ordering. Their plan did not give every person a favorite every Friday, but it used evidence and compromise to keep one popular choice from becoming the only choice.

What Is Working: The response uses source-supported facts, groups related evidence, varies sentence types, and explains how the recommendation responds to popularity, cost, safety, and viewpoints.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
T: Topic or Experience	The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.	Names the full experience the recommendation grew from.
I: Important Moment	The class noticed that more than half had selected something else.	Marks the moment the commission changed its plan.
L: Lasting Effect	Their plan did not give every person a favorite every Friday, but it used evidence and compromise.	Shows what the commission carried into the final decision.

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the topic, purpose, and audience before choosing a genre.	☐	☐	☐
Separate the source genre from the response genre.	☐	☐	☐
Select and justify a response route.	☐	☐	☐
Choose brainstorming, freewriting, or mapping for a reason.	☐	☐	☐
Develop a personal narrative with TRAILS.	☐	☐	☐
Revise sentence structure before editing conventions.	☐	☐	☐
Teach my complete decision chain with evidence.	☐	☐	☐

What Went Well

One decision I made with clear evidence was ____.

What I Will Strengthen Next

A decision I still need to practice is ____.

Essential Question Answered

How does an independent writer analyze a new task, choose and justify a route, and transfer the same content into another genre?

The answer

An independent writer names the topic, purpose, and audience; selects and justifies a response genre; chooses a planning strategy; drafts; revises sentence structure; edits conventions; and explains how the same content would transfer into another response form. The writer understands that the passage supplies content while the writing direction supplies the job.

My Final Thinking:

What changed in my thinking?

My First Thinking:

My Final Thinking:

Try It Another Way

Use a task from Genre Court. Say the topic, purpose, and audience. Name the genre it needs. Then explain the job.

My new writing situation

Take It Further! Transfer Challenge

Build a full transfer explanation from one personal narrative: Write a personal narrative about a time new information or another person's viewpoint changed what you believed or decided. Use TRAILS to develop the important moment and lasting effect, then explain how the same content would change as a letter, an informative piece, or an opinion.

- Name my topic, purpose, audience, and genre.
- Point to my important moment and lasting effect.
- Copy one sentence I revised for structure.
- Explain what I would keep and what I would change for a letter, an informative piece, or an opinion.

My transfer note: I would keep _____ and change _____ for a _____.

Draw My Decision Chain

Draw or diagram the five steps of the Genre Compass I used for my narrative.

At-Home Connection

Tell your student about a time you changed your mind after learning something new.

Name the Writing Job

Read a writing task with someone at home. Circle the topic, box the purpose, and underline the audience. Together decide which genre fits best. Write one sentence: The best genre is _____ because _____.

Ask: If you wrote that same story as a letter or an explanation instead of a personal narrative, what would you have to change?

Family member signature: _____

One Source, Two Jobs

Choose one detail from either cookie passage. Explain how it could support an informative explanation and a message to the cafeteria manager. Name the purpose and audience for each route.

Ask: Why might the same detail work for two different writing jobs?

Family member signature: _____

Genre Compass Retrieval

Reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Explain why changing the audience could change the route.

Ask: If your audience changed, what would you change about how you write?

Family member signature: _____

Conversation Starter

If you had to turn the same idea into a letter, an informative piece, or an opinion, what would you keep and what would you change?

Notes

My Progress Tracker

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week
