



THE WRITING ACADEMY®, LLC



# Module 3

## Getting SET with the Statement of Purpose

Grade 3 · Cluster 4

Tackling TEKS · Reading & Writing

3.11B(i) · 3.12B · 3.12B(i) · 3.12B(ii) · 3.12B(iii)



# ★ Meet Our Week!

Medium stamina

★ Daily Deck

## I Will...

- I will say what GET SET stands for.
- I will tell a broad statement from a specific one.
- I will write a Statement of Purpose that sounds broad and global.
- I will keep exact passage details out of my opening sentence.

## I Can...

- I can say what GET SET stands for (Statement of Purpose, Evidentiary Transition, Thesis (central idea)).
- I can tell a broad statement from a specific one.
- I can write a Statement of Purpose that sounds broad and global.
- I can pair a broad opening with a more specific thesis (central idea).



# GET SET Introduction (The S in GET SET)

★ Daily Deck

Day 1 · Gather & Reveal

"Benjamin Franklin and Electricity" and "The Founding Fathers"  
informational texts

**How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?**

Have students use Dot, Discover, Drop on the High stamina passages.

**The broad statement comes first; the specific answer follows.**

# ★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

**D**

**Dot**

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

**O**

**Discover**

Discover the meaning as we learn together through our lessons.

**T**

**Drop**

Erase the dot once you know what the word means.

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

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



# GET SET Introduction (The S in GET SET)

★ Daily Deck

Day 1 · Reveal

1

**Noun of importance**

topic from the prompt

2

**Verb of importance**

action from the prompt

3

**Student Answer**

new meaning from the passage

WHY Needs a Subordinator; HOW Needs a Preposition

**A broad statement must fit many essays, while a specific one names exact people or events.**

# ★ Broad vs. Specific Sort Model

Day 1 · Reveal (cont.)

★ Daily Deck

## Modeled Statement Sort

**BROAD:** opens the paper; shares a big idea or lesson.

**SPECIFIC:** answers the prompt; names exact details like Franklin.

Model sorting five statements into these two categories.

## Watch Me!

**Prompt:** Explain why Benjamin Franklin's invention was important to society.

**Model:** The Constitution created a fair government through careful planning and shared freedoms.

Model finding broad ideas about innovation, safety, and community benefit.



# Franklin BROAD Statement Model

★ Daily Deck

Day 2 · Attempt · Partner Game

"Benjamin Franklin and Electricity" and "The Founding Fathers"

## How to Play

- 1 Groups spread out the twenty-four sorting cards face up on their desk.
- 2 Students move cards into two groups: Broad (big ideas) and Specific (exact details).
- 3 Each group confirms the label for every section covers all cards inside it.
- 4 Groups compare their baskets to the anchor chart and adjust if needed.

**Success Check:** *Ask students to read the name of the Specific basket and then read every card inside it.*

## With Your Partner

### Task Card

Important inventions can improve life by solving problems that affect many people.

### Answer

Broad

## Which details belong in a broad opening?

Which details are too specific for the first sentence?

How does the scope help you choose the correct sentence?

If two openings say the same thing, what must you do?

Which part of the sorting process is hardest?

**Student Directions:** “Compare your broad and specific statements.”



# Statement of Purpose

Day 3 · Discuss (cont.)

★ Daily Deck

**How can a writer open an introduction with a broad statement of purpose?**

**Statement of Purpose**

**Evidentiary Transition**

**Thesis (central idea)**

**Good writing opens with a big idea before sharing exact details.**



# Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

**WHY**

Explain why Benjamin Franklin's invention of electricity is important to society.

**HOW**

Explain how the Founding Fathers helped create a fair government.

**3**

check that no exact passage details appear in the opening and that each statement is a complete sentence

**Score each independent set of openings for broad scope, passage-supported context, and complete sentences.**

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Award 🏆

Identify the words that create a global feel and avoid naming specific people or events too soon.

- Students underline their own broad opening sentences in blue.
- Give a Broad Opening Award tied to the exact words and big ideas that show learning.
- Name a demonstrated strength in distinguishing broad statements from specific ones
- Identify the big idea that makes it global.

## Target 🎯

Choose one goal beginning with **Next time I will.**

### Curiosity Questions

Which detail helps you understand how people solved problems or protected their freedoms?



# Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

**Explain why Benjamin Franklin's invention of electricity was important.**

**Teach your partner how to build a Statement of Purpose.**

**You sorted big ideas from specific details and turned them into openings that lead to your thesis (central idea).**



# Statement Builder Directions

Small-Group Support

★ Daily Deck

Use Reason Statement Builder to support students who list details instead of categorizing.

*Benjamin Franklin's experiments help readers understand science because \_\_\_\_\_.*

*The Founding Fathers created a new government through \_\_\_\_\_.*

*students say their original reason aloud before writing*

**The Founding Fathers tell stories about liberty through \_\_\_\_\_.**

**Return to core instruction when the student writes a complete reason statement and identifies a passage-supported original answer.**

# ★ Group Sort Cards 1-4

Enrichment · Write in your notebook

**Double Thesis (central idea) Challenge: synthesize both passages in one central idea.**

**Explain how Benjamin Franklin and the Founding Fathers both improved life for many people.**

reread both passages  
and identify a shared  
idea

draft one HOW thesis  
(central idea), then  
rewrite the same idea  
using a stronger  
preposition

partners hear both  
versions, choose the  
clearer sentence, and  
explain how the  
connecting phrase  
works

## ★ My Progress Tracker

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

| I Can...                                                                  | Not Yet | Getting It | Demonstrated Independently |
|---------------------------------------------------------------------------|---------|------------|----------------------------|
| Recalls the three parts of the GET SET introduction.                      | Not Yet | Getting It | Demonstrated Independently |
| Tells a broad statement apart from a specific one.                        | Not Yet | Getting It | Demonstrated Independently |
| Writes a Statement of Purpose that opens with a big idea.                 | Not Yet | Getting It | Demonstrated Independently |
| Avoids naming exact passage details in the opening sentence.              | Not Yet | Getting It | Demonstrated Independently |
| Pairs a broad Statement of Purpose with a specific thesis (central idea). | Not Yet | Getting It | Demonstrated Independently |
| Uses sentence frames to build a meaningful broad opening.                 | Not Yet | Getting It | Demonstrated Independently |
| Judges which broad opening leads best into the thesis (central idea).     | Not Yet | Getting It | Demonstrated Independently |
| Explains why a statement is broad or specific using evidence.             | Not Yet | Getting It | Demonstrated Independently |
| Revises an opening sentence to sound broader and more purposeful.         | Not Yet | Getting It | Demonstrated Independently |



# Citizenship Connection

Good Citizens · Our Community & Country

## ★ Respect for historical contributions

Use the passages to connect literacy with respect for historical figures, shared civic values, and community memory.

### Reflect & Discuss

Which detail helps you understand how people solved problems or protected their freedoms?

# Let's Look at an Answer!

Prompt: Explain why Benjamin Franklin's experiments helped people understand electricity.

**LOW**

**Benjamin Franklin invented the lightning rod.**

**What Is Working:** The student identifies a specific topic from the passage related to the thesis (central idea).

**What Needs Improvement:** The response lacks a subordinator and does not connect the detail to the main claim.

# Let's Look at Another Answer!

Prompt: Explain why Benjamin Franklin's experiments helped people understand electricity.

## MEDIUM

**Benjamin Franklin invented the lightning rod because he wanted to keep buildings safe.**

**What Is Working:** All three parts appear and because matches WHY.

**What Needs Improvement:** The answer is a guess instead of the belief stated in the passage.

# Our Strongest Answer!

Prompt: Explain why Benjamin Franklin's experiments helped people understand electricity.

## HIGH

**The Founding Fathers wrote the Declaration of Independence because they believed people have a right to liberty and freedom from unfair rule.**

**What Is Working:** The noun, verb, and answer are present; because joins a reason grounded in the passage.

★ **This is our target!**