



THE WRITING ACADEMY®, LLC

Module 3

Plan the Path Before the Draft

Grade 3 · Prepare



Tackling TEKS · Reading & Writing

3.11A(i) · 3.12A(i) · 3.12A(ii)



★ Meet Our Week!

Week 3 · High Stamina

★ Daily Deck

I Will...

- Students will name topic, purpose, and audience before choosing a genre.
- Students will justify their genre choice.
- Students will choose brainstorming, freewriting, or mapping and explain why it fits.
- Students will use a plan to draft a narrative.
- Students will teach another writer how they decided.

I Can...

- Students can choose a genre by studying topic, purpose, and audience.
- Students can select a planning strategy that fits the writing job.
- Students can show where a plan influenced a draft.
- Students can develop a narrative with TRAILS.

The Recess Question

informational text

How does a writer choose a clear route before drafting, so the plan matches the topic, purpose, audience, and genre?

You will keep the recess topic the same while you try different writing jobs.

Read "The Recess Question" and notice moments, information, viewpoints, and possible recipients of messages.

★ 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!

★ Reading Purpose

Day 1 · Reveal

★ Daily Deck

T

Topic

What the writing is about.

P

Purpose

What the writing must do.

A

Audience

Who will receive the writing.

Use topic, purpose, and audience to decide.

Have students identify topic, purpose, and audience before choosing the response genre.



One Topic, Many Possible Responses

★ Daily Deck

Day 1 · Reveal (cont.)

Genre and Planning Route Chart

Choose the form

Collect possible ideas

Discover thinking through continuous writing

Connect related details visually

Watch Me!

Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

Model: To help a third-grade reader experience Beth's changing thinking, you choose narrative. Then you choose a route into the writing.

Watch how a map places Beth's important moment in the center.



★ Genre Route Relay

Day 2 · Attempt · Partner Game

★ Daily Deck

The Recess Question

How to Play

- 1 Read the card; identify topic, purpose, and audience.
- 2 Develop Beth's experience from the recess whistle through recognizing more than one reasonable solution.
- 3 Explain how Mrs. Green's class gathers information and listens to perspectives before voting.
- 4 Support the position that an extra movement break is a practical compromise.
- 5 Write a respectful message thanking Mrs. Green for allowing every student to share a viewpoint.

Success Check: *Do not name genre first.*

With Your Team

Task Card

The writer needs to _____ for _____, so _____ fits. I will plan by _____ because _____.

Answer

You earn the point when you name the purpose, audience, genre, and planning strategy and give a reason for each choice.

Say the purpose out loud first.

Now name your audience.

Use that decision to choose your
genre and planning route.

Focus the discussion on why the
same recess topic can support
different responses.

Require a reason for each genre
and planning choice.

Student Directions: “Invite a connection to a time another person's idea changed the options a group considered.”

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

Topic

Purpose

Audience

Genre

Planning Strategy

Before drafting, students record topic, purpose, audience, genre, and planning strategy.

★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

have students record topic (Beth's changing thinking), purpose (develop an experience), and audience (other third-grade readers).

2

have students confirm narrative and write a justification using the purpose and audience.

3

have students select and justify brainstorming, freewriting, or mapping, then complete a visible plan.

Require a visible planning move before drafting.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

choose two awards and point to evidence

- Genre Matcher
- Planning Pro
- TRAILS Builder
- Moment Maker

Target 🎯

The award must name evidence of a decision or a developed feature.

Curiosity Questions

Your target is a direction. Name the exact point where your thinking needs another try.



Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

Topic tells _____. Purpose tells _____. Audience tells _____. Genre is _____.
Planning helps me _____.

record the writing job, justify narrative and the selected planning strategy, and identify where the plan influenced the developed important moment.





Planning Intervention

Small-Group Support

★ Daily Deck

Name what your writing needs to do and who will read it. Then choose the genre.

The writer needs to _____ for _____, so _____ fits.

Have students develop Beth's change rather than merely summarize it.

add one thought or line of dialogue that shows Beth considering another solution

Use your map to show what Beth thought before, where her thinking changed, and what she understood afterward.

Have students name the topic and audience, then explain what the writing must do.



Three Planning Artifacts

Enrichment · Write in your notebook

Challenge students to show how different writing jobs create different plans from the same recess topic.

have students identify purpose and audience for a narrative experience, an informative explanation, and a supported opinion.

have students build a narrative map, informative concept map, and opinion brainstorm using the same recess topic.

have students explain why the plans differ even though the source passage stays the same.

have partners identify how each artifact fits its writing job.



★ 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	I've Got It!
The student can name topic, purpose, and audience before choosing a genre.	Not Yet	Getting It	I've Got It!
The student can choose and justify a genre that fits the writing job.	Not Yet	Getting It	I've Got It!
The student can choose brainstorming, freewriting, or mapping and explain why.	Not Yet	Getting It	I've Got It!
The student can complete a visible planning move before drafting.	Not Yet	Getting It	I've Got It!
The student can use the plan to develop the important moment.	Not Yet	Getting It	I've Got It!
The student can write a narrative with all six TRAILS characteristics.	Not Yet	Getting It	I've Got It!
The student can show where the plan influenced the draft.	Not Yet	Getting It	I've Got It!
The student can add a useful idea and complete the conventions check.	Not Yet	Getting It	I've Got It!
The student can teach the five decisions and a TRAILS feature to a partner.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Respectful Participation

You can listen to reasons, consider different needs, and help a group make a respectful decision. Beth's changing thinking shows you why another viewpoint can matter.

Reflect & Discuss

Ask how listening to another viewpoint can change the options a community considers.

Let's Look at an Answer!

Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

LOW

"Beth wanted longer recess. Then Mrs. Green talked about it. Beth changed her mind. The class voted."

What Is Working: The student names the topic and a change.

What Needs Improvement: No setting detail, thought, dialogue, or developed important moment. The vote statement goes beyond the supplied excerpt.

Let's Look at Another Answer!

Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

MEDIUM

"At recess, Beth was sure recess should be longer. In class, Mrs. Green made a chart with three columns. Max wanted longer recess, but Lily suggested a movement break. Beth thought that was a good idea. She realized there could be more than one answer."

What Is Working: The student includes the discussion, Lily's idea, and Beth's realization.

What Needs Improvement: The important moment is told quickly without showing Beth's inner change.

Our Strongest Answer!

Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

HIGH

“When the whistle blew, Beth was certain: recess should be longer. She had felt the wind on her face and laughed with Ava, and she had even helped Lily jump rope for the first time. Back in class, Mrs. Green wrote three columns on the board and asked the class to list advantages and disadvantages before voting. Beth's pencil slowed. “Longer recess might mean less time for something else,”

★ **This is our target!**

Our Strongest Answer! (continued)

Prompt: Develop a narrative for third-grade readers that lets them experience Beth's changing thinking about the recess decision.

HIGH

she thought. Then Lily raised her hand and suggested a short movement break instead. Beth sat up. Maybe the answer was not simply longer or the same; maybe there was a third path. For the first time, Beth understood that a good decision in a community means listening to reasons, not only wanting what feels best.”

What Is Working: The narrative develops setting, relationships, thought, dialogue, the important moment, and a lasting effect. A plan-to-draft connection should be verified with the student's planning record.