



THE WRITING ACADEMY®, LLC



Module 4

Choose, Justify, Draft, Revise, and Share

Grade 3 · Prepare

Tackling TEKS · Reading & Writing

3.11A · 3.12A



★ Meet Our Week!

Week 4 · Very High Stamina

★ Daily Deck

I Will...

- Have students state the goal: "You will read the writing job and name the topic, purpose, and audience."
- Have students state the goal: "You will select a genre and justify it with evidence."
- Have students state the goal: "You will choose a planning strategy and draft independently."
- Have students state the goal: "You will revise and edit independently."
- Have students state the goal: "You will teach another writer how you made your decision."

I Can...

- Look for independent genre choice based on topic, purpose, and audience.
- Look for a justification based on evidence rather than preference.
- Look for independent completion of the whole decision chain.
- Look for an explanation of how a different purpose would change the genre.



The Complete Writer Decision Chain

narrative

How does a prepared writer independently choose the right genre for a writing job, develop it well, and explain the decision to another writer?

I will give you the writing job. Your job is to prove which genre belongs there.

You will read the writing job and name the topic, purpose, and audience.

★ 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!

★ One Anchor, Four Possible Jobs

Day 1 · Reveal

★ Daily Deck

N

Narrative

Develop an experience / Explain
a process

I

Informative

Teaches how the class considers
information, listens to
perspectives, and votes.

O

Opinion

Support a viewpoint / Address a
specific reader

The genre decision comes first; craft develops the chosen genre.

Match the genre to purpose and audience.

★ Complete Writer Decision Chain

Day 1 · Reveal (cont.)

★ Daily Deck

Writer Decision Chain

READ THE TASK

NAME TOPIC

NAME PURPOSE

NAME AUDIENCE

Watch Me!

Prompt: Explain the steps the class uses before voting.

Model: You need informative writing when your purpose is to explain a process.

informative writing fits because the purpose is to explain a process.

The Complete Writer Decision Chain

How to Play

- 1 Assign Task Reader, Genre Advocate, Alternate Advocate, and Evidence Judge.
- 2 Read the whole task and identify topic, purpose, and audience.
- 3 Have the Genre Advocate defend the strongest genre.
- 4 Have the Alternate Advocate test another plausible genre.
- 5 Have the Evidence Judge state a verdict.

Success Check: *Ask the judge to explain why the chosen genre does this job more effectively than the alternate.*

Case 1

Task Card

Develop Lily's experience from new student at recess to contributing a possible solution; audience: a school story collection.

Answer

Narrative: develop an experience.

What evidence in the purpose and audience helped you defend your genre in Genre Court?

What evidence in the purpose and audience helped you defend your genre in Genre Court?

You need evidence for your genre justification. Your preference for stories is not enough.

Explain how narrative lets your readers follow Beth's thinking and important moment.

Invite a personal connection to changing a decision after listening to another perspective.

Student Directions: “Have students compare the narrative and informative jobs.”



TRAILS Narrative Development

Day 3 · Discuss (cont.)

★ Daily Deck

Point to all six TRAILS characteristics.

**Topic or
Experience**

Relationship

Actions/Thoughts/Dialogue

**Important
Moment**

**Lesson
or
Lasting
Effect**

Setting

The genre decision comes first; craft develops the chosen genre.



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

have students record topic, purpose, audience, genre, justification, and chosen planning strategy.

2

have students independently select brainstorming, freewriting, or mapping and preserve the planning artifact.

3

have students draft with all six TRAILS characteristics, a logical sequence, and sentence variety.

Slow Beth's important moment at the ballot.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Point to the work that proves your strength.

- genre decision
- planning choice
- TRAILS craft
- revision growth

Target 🎯

I award myself for _____ because this evidence shows _____.

Curiosity Questions

The part of PREPARE I can now do independently is _____.

Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

Have students justify the selected genre using both purpose and audience evidence.

Have students name and justify the genre for explaining the class's decision-making process to a younger class.

Have the student point and speak before writing.

Point to your topic, purpose, and audience.

Choose the genre that does this job and explain your reason.

Then choose your planning tool.

The purpose is to _____, so _____ fits because _____.

Use one writing job at a time.

★ Alternate-Purpose Companion

Enrichment · Write in your notebook

Have students keep the anchor and topic, change purpose and audience, plan the alternate response, and write only its opening.

keep the topic; change purpose and audience; choose a genre; plan; draft only the opening; compare.

Have students keep the anchor and topic while selecting a different purpose and audience.

Require a visible planning artifact, then have students write only the opening.

Have partners compare the alternate opening with the completed narrative and identify what changed because the job changed.

★ 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!
Names topic, purpose, and audience from a writing job.	Not Yet	Getting It	I've Got It!
Selects a genre using purpose and audience.	Not Yet	Getting It	I've Got It!
Justifies the genre with evidence.	Not Yet	Getting It	I've Got It!
Chooses and justifies a planning strategy.	Not Yet	Getting It	I've Got It!
Drafts a narrative with all six TRAILS characteristics.	Not Yet	Getting It	I've Got It!
Develops the important moment and lasting understanding.	Not Yet	Getting It	I've Got It!
Adds a useful idea during revision.	Not Yet	Getting It	I've Got It!
Edits the selected sentence and word foundations.	Not Yet	Getting It	I've Got It!
Teaches the decision chain and explains a changed-purpose genre.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Respectful Participation

You can listen carefully even when you disagree. When you consider several perspectives, you may discover another reasonable solution.

Reflect & Discuss

Invite students to explain how listening to another perspective can change a decision.

Let's Look at an Answer!

Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

LOW

"Beth wanted longer recess. The class talked and voted. Beth learned there can be more than one answer."

What Is Working: Names the topic and the lasting idea.

What Needs Improvement: Setting, thought or dialogue, and a developed important moment.

Let's Look at Another Answer!

Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

MEDIUM

"At recess, Beth was sure recess should be longer. Back in class, Mrs. Green made three columns and the class listed advantages and disadvantages. Lily suggested a movement break. Beth thought about it and voted. She realized a problem can have more than one solution."

What Is Working: Includes the decision process, Lily's idea, and Beth's realization.

What Needs Improvement: The important moment is brief, and the ending tells the idea instead of showing it.

Our Strongest Answer!

Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

HIGH

"When the whistle ended recess, Beth was certain: recess should be longer. She had felt the wind, laughed with Ava and Max, and watched Lily land her first jump. But back in class, Mrs. Green drew three columns and asked the class to weigh advantages and disadvantages before voting. Beth's certainty wobbled.

★ **This is our target!**

Our Strongest Answer! (continued)

Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

HIGH

"Longer recess might mean less time for something else," she admitted to herself. Then Lily raised her hand and offered a third path: a short movement break. When Mrs. Green handed out the ballots, Beth held her pencil above the three choices for a long moment.

Our Strongest Answer! (continued)

Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

HIGH

She thought about running and jumping, about Lily's smile, and about everything the class needed to learn. For the first time, Beth understood that a community problem does not always have a single right answer; sometimes the best decision comes from listening, weighing, and choosing together.

Our Strongest Answer! (continued)

Prompt: Develop a narrative for third-grade readers that allows them to experience the moment Beth recognizes that a community problem can have more than one reasonable solution.

HIGH

She made her mark, dropped her ballot in the box, and looked out at the quiet playground with a lot to think about."

What Is Working: Setting, relationships, action, thought, dialogue, the developed ballot moment, and lasting understanding create an experience. Evaluate independent selection and planning from the accompanying evidence set.