

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster PREPARE · Modules 1 to 4

Module 1: One Topic, Different Writing Jobs

Module 2: Match the Writing Job to the Genre

Module 3: Plan the Path Before the Draft

Module 4: Choose, Justify, Draft, Revise, and Share



Name: _____



The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster PREPARE · Module 1

One Topic, Different Writing Jobs



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster PREPARE • Module 1

© The Writing Academy®, LLC

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

One Topic, Different Writing Jobs



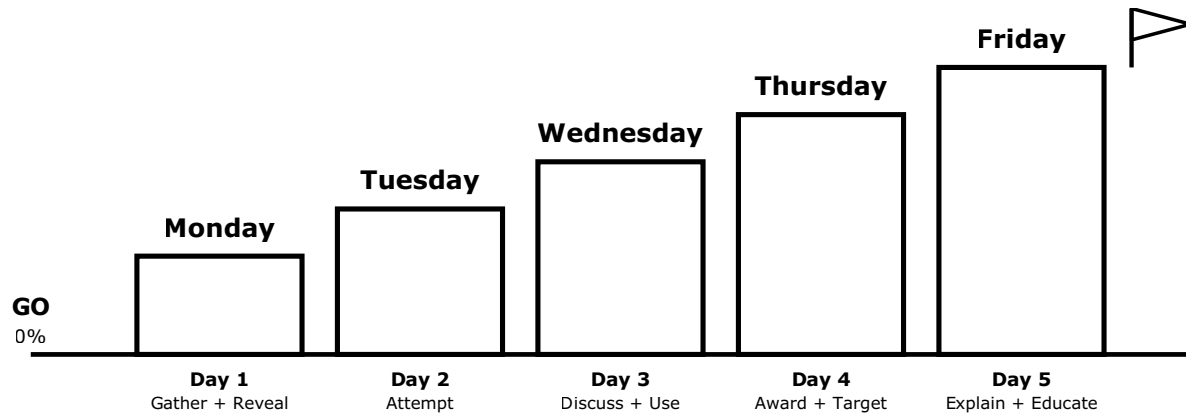
Why This Matters to Me

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 genre. When narrative fits, I use TRAILS to develop the experience.

Essential Question

How does a writer turn clues and events into a story worth following, and how do we know narrative fits the purpose?

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 tell whether narrative fits a writing job.
- I can separate the passage genre from the response genre.
- I can find the TRAILS elements in a narrative.
- I can plan and write a short narrative.

I Will

- I will name the topic, purpose, and audience before I choose a genre.
- I will decide when narrative is the best genre for a writing job.
- I will use TRAILS to develop an experience instead of listing events.
- I will write a short narrative that a reader can follow.
- I will explain why my genre choice fits before I draft.

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 name topic, purpose, audience, and genre before drafting.	One nonfiction passage about Emsy and the mystery of a traveling shell.	A genre chart, a TRAILS case file, a short narrative, and a reflection.

Where We Are Going

I will move from listening to a mystery to planning and writing my own short narrative. By the end of the week, I will teach someone else how TRAILS develops an experience.

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

- ☐ I name topic, purpose, and audience.
- ☐ I select narrative when the purpose is to let a reader experience a discovery.
- ☐ I distinguish the passage genre from the response genre.
- ☐ I establish setting, character, and actions in logical order.
- ☐ I include a thought or dialogue, an important moment, and a lasting effect.

Check Myself

- ☐ I named the topic, purpose, and audience.
- ☐ I can explain why narrative fits the writing job.
- ☐ I can plan a short narrative with TRAILS.

How I Will Show What I Know

I will show what I know with a genre chart, a TRAILS plan, an independent short narrative, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I build curiosity about a mysterious object.
Reveal	Day 1	I learn how topic, purpose, and audience lead to narrative and TRAILS.
Attempt	Day 2	I play TRAILS Mystery Case File and sort evidence.
Discuss	Day 3	I explain why narrative fits and how a detail develops an experience.
Use Again	Day 3	I plan and write a short narrative on my own.
Award	Day 4	I name evidence of my growth with two awards.
Target	Day 4	I choose my next step and revise a sentence.
Explain/Educate	Day 5	I teach a TRAILS feature and explain why narrative fits.

Say It Together!

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

3.11A(i):

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

3.12A(i):

Compose literary texts, including personal narratives and poetry, 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 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 passage may contain historical facts, but that does not mean the response must be informative. The genre depends on the purpose. If the purpose is to let a reader experience a discovery, narrative fits.

Where This Fits in My Writing

Prepared writers first name topic, purpose, and audience. They select narrative when the reader should experience a discovery, then use TRAILS to plan the experience.

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 passage 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 narrative about finding a mysterious object somewhere it does not belong. Let the reader experience the discovery.

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 character notices something out of place.
_____	The character asks a question about the object.
_____	A clue changes what the character understands.
_____	The character realizes the object tells a bigger story.

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 mysterious object can reveal something about the past. Write one sentence that shows the moment the character's thinking changes. Then explain why that moment matters.

A sentence that shows the clue or discovery

Why it changes the character's 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 a discovery.

Word	Say it	What it means	Sentence frame
decide	dih-SIDE	To make up your mind about what to do.	First I will _____ what my writing needs to do.
choose	CHOOZ	To pick one thing from a group.	I can _____ the genre that fits the job.
reader	REE-dur	The person who will read the writing.	My _____ needs to experience the moment.
notice	NOH-tis	To pay attention to something.	I _____ a detail that begins a mystery.
wonder	WUN-dur	To ask yourself a question.	The shell makes me _____ how it traveled so far.
clue	KLOO	A detail that helps solve a mystery.	Emsy's first _____ was the shell itself.
order	OR-dur	The way events are arranged from first to last.	I put the events in _____ so they make sense.
moment	MOH-ment	A short, important point in time.	The important _____ changes what Emsy understands.
detail	DEE-tayl	A small piece of information.	I add a _____ so the reader can picture the setting.
experience	ik-SPEER-ee-uns	Something that happens to a person.	A narrative helps the reader live the _____.

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	The kind or form of writing.	The _____ that fits this job is narrative.
topic	TOP-ik	What the writing is about.	My _____ is finding a mysterious object.
purpose	PUR-pus	What the writing must do.	My _____ is to let the reader experience the discovery.
audience	AW-dee-uns	The person or people who will receive the writing.	My _____ is the other readers in my class.
narrative	NAIR-uh-tiv	Writing that tells about an experience or story.	I chose a _____ so the reader can follow the character.
informative	in-FOR-muh-tiv	Writing that explains information.	An _____ response would mainly explain the facts.
opinion	uh-PIN-yun	Writing that states a viewpoint.	An _____ response would state what I think is best.
correspondence	kor-uh-SPON-duns	Writing sent directly to a person, such as a letter.	A _____ response would be a letter to the museum.
brainstorm	BRAYN-storm	To think of many ideas before writing.	I _____ possible mystery objects before I plan.
plan	PLAN	To decide the parts before drafting.	I _____ my narrative with TRAILS before I write.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages about The Mystery of the Traveling Shell and The Mystery of the Traveling Shell (continued).

Word	Say it	What it means	Sentence frame
coastal	KOHS-tul	Near the coast or ocean.	The shell came from a _____ area.
inland	IN-land	Away from the coast.	Poverty Point is _____, far from the ocean.
artifact	AR-tuh-fakt	An object that tells us something about people from the past.	The shell is an _____ from long ago.
trade	TRAYD	Exchanging something a person has for something someone else has.	People used _____ to move goods along the rivers.
scarcity	SKAIR-suh-tee	When there is not an unlimited amount of what people want or need.	_____ gave people a reason to trade.
archaeologist	ar-kee-OL-uh-jist	A scientist who studies objects from people of the past.	An _____ discovered copper at Poverty Point.
pattern	PAT-urn	A set of details that repeat or connect.	Several distant objects form a _____.
distant	DIS-tunt	Far away.	The copper came from a _____ place.
museum	myoo-ZEE-um	A place that keeps and displays important objects.	Emsy knelt beside the display case at the _____.
evidence	EV-uh-duns	Details that support an idea or claim.	Emsy listed her _____ under her final claim.

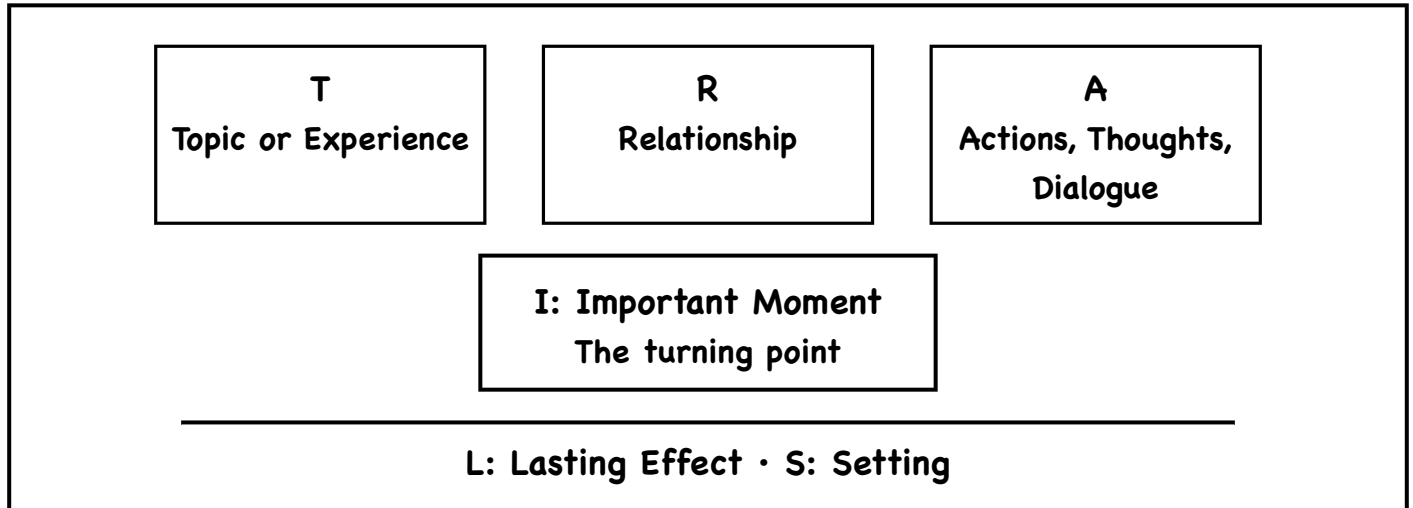
Use one Tier 3 word in a sentence

My Strategy Tools

TRAILS Narrative Thinking



TRAILS is my roadmap for narrative writing. Each letter reminds me to develop one part of 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 discovery, 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 writing job is to develop an experience; the purpose signal is to let the reader follow an event or discovery; genre choice is narrative, then use TRAILS.	the writing job is to explain, state a viewpoint, or address a recipient; the purpose signal is to explain information, state an opinion, or communicate directly to a person; genre choice is informative, opinion, or correspondence, according to the assigned job.

The purpose decides the genre. Facts can appear inside a narrative.

How I Say the Standard!

3.11A(i):

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

3.12A(i):

Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Emsy and Poverty Point.
- ☐ I use a period or another ending mark.

A genre decision I can explain

Five Thinking Levels: WHY

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

Level	Symbol	Hidden Question	Student Thinking	Thinking focus
Reflective (Level 5, Blue)		Why does this matter to everyone?	The student explains how narrative helps readers understand experiences.	Universal Meaning and Purpose
Independent (Level 4, Green)		Why does this matter personally?	The student applies the narrative move in independent writing.	Personal Meaning and Application
Visible (Level 3, Yellow)		Why does this detail matter in the passage?	The student explains how a detail develops the experience.	Craft and Contribution
Emergent (Level 2, Orange)		Why was it written this way?	The student explains the writer's purpose.	Purpose and Genre
Foundational (Level 1, Red)		What happened?	The student retells the experience.	Experience and Events

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

A WHY thinking level I understand

Five Thinking Levels

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

Level	Symbol	Hidden Question	Student Thinking	Thinking focus
Reflective (Level 5, Blue)		Why does this matter to everyone?	The student explains how narrative helps readers understand experiences.	Universal Meaning and Purpose
Independent (Level 4, Green)		Why does this matter personally?	The student applies the narrative move in independent writing.	Personal Meaning and Application
Visible (Level 3, Yellow)		Why does this detail matter in the passage?	The student explains how a detail develops the experience.	Craft and Contribution
Emergent (Level 2, Orange)		Why was it written this way?	The student explains the writer's purpose.	Purpose and Genre
Foundational (Level 1, Red)		What happened?	The student retells the experience.	Experience and Events

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 narrative about finding a mysterious object somewhere it does not belong. Let the reader experience the discovery.
HOW	Analyze how parts work together or how something happens.	Explain how Emsy's investigation shows that one small object can reveal a bigger story.

PREPARE prompts ask you to name the genre before you begin writing. Narrative fits when the purpose is to let a reader experience a discovery.

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

Emsy's investigation shows how one small object can connect people across time and place. Communities have always traded resources and shared discoveries.

Background I Need

Emsy visits a museum and notices a seashell that was found far from the ocean. Her investigation connects a coastal shell to inland Poverty Point through evidence of long-distance trade.

Words I dotted while reading

The Mystery of the Traveling Shell

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

- [1] Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.
- [2] "That's strange," she whispered. "Why would a seashell be here?"
- [3] The label said the shell had been found at Poverty Point, far from the ocean.
- [4] Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?"
- [5] Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland.
- [6] Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said.
- [7] Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place.
- [8] Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Mystery of the Traveling Shell (continued)

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

[9] "One traveling object could be an accident," Emsy thought. "But several objects from distant places make a pattern."

[10] She wrote one last question in her notebook: Why would people bring these things so far?

[11] The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places.

[12] Emsy smiled and wrote her final claim:

[13] The seashell probably reached Poverty Point through long-distance trade.

[14] Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too.

[15] Mystery solved.

[16] Emsy looked at the shell again. It was more than an object.

[17] It was a clue from the past and a story waiting to speak.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Mystery of the Traveling Shell

Actions, clues, and questions that show Emsy gathering evidence.

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 Mystery of the Traveling Shell (continued)

Realizations, conclusions, and the lasting effect that make the mystery worth following.

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 Emsy's thinking from curiosity to understanding?

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 narrative about finding a mysterious object somewhere it does not belong. Let the reader experience the discovery.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I build curiosity about the shell

Our Question for Today

What is a prompt really asking a writer to do?

1. Gather: Notice and Wonder

Look closely at an unusual object. First, notice what you can observe. Then wonder about it. Tell your partner what you notice and what you wonder.

What I notice and what I wonder

2. Reveal: Name the Writing Job

A prepared writer names the topic, purpose, and audience before choosing a 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.

3. Reveal: TRAILS Develops the Experience

When narrative fits, TRAILS develops the experience with setting, character, actions, an important moment, and a lasting effect.

STOP & THINK

Why does the purpose decide the genre?

My answer

Day 1: Reveal, continued

4. Model the Genre Decision

The model writing job: a mysterious shell; let readers experience a discovery; mystery readers.

Part	The model shows
Red circle, topic	a mysterious shell
Yellow box, purpose	let readers experience a discovery
Green underline, audience	mystery readers
Genre choice	Narrative, because the reader should experience the discovery

5. TRAILS in the Mentor Passage

Match each TRAILS letter to a detail from the passage.

TRAILS letter	What I found
T: Topic or Experience	Investigating the shell's journey
R: Relationship	Emsy connects with people from long ago
A: Actions, Thoughts, Dialogue	Writes, traces, questions, speaks, and thinks
I: Important Moment	Several distant objects form a pattern
L: Lasting Effect	A small object reveals a large story
S: Setting	A present-day museum

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 Emsy's experience through noticing, questioning, investigating, recognizing a pattern, and understanding the past.

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.	

STOP & THINK

Why is a narrative more than an ordered list of events?

My answer

STUDENT WORKBOOK



TRAILS MYSTERY CASE FILE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 3)

Cut on the dashed lines. Set out six TRAILS mats, twelve shuffled evidence cards, seven sequence cards, and the Important Moment marker. Store all cards in your Pocket Practice.

T: TOPIC / EXPERIENCE	R: RELATIONSHIP
A: ACTIONS, THOUGHTS, DIALOGUE	I: IMPORTANT MOMENT
L: LASTING EFFECT	S: SETTING

Self-Check (back of cards) (sheet 1 of 3)

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.

R: RELATIONSHIP the R in TRAILS. It connects the character to the experience.	T: TOPIC / EXPERIENCE the T in TRAILS. It names the full experience.
I: IMPORTANT MOMENT the I in TRAILS. It changes the character's understanding.	A: ACTIONS, THOUGHTS, DIALOGUE the A in TRAILS. It shows what the character does, thinks, or says.
S: SETTING the S in TRAILS. It establishes where and when.	L: LASTING EFFECT the L in TRAILS. It shows what the character learns or feels.

STUDENT WORKBOOK



TRAILS MYSTERY CASE FILE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 3)

Cut on the dashed lines. Set out six TRAILS mats, twelve shuffled evidence cards, seven sequence cards, and the Important Moment marker. Store all cards in your Pocket Practice.

Emsy tries to discover how the shell reached Poverty Point.	A seashell has been found far from the ocean.
The shell creates a connection between Emsy and people from long ago.	Emsy begins to see the artifact as a message from the past.
Emsy pulls out her notebook and writes a question.	"That is much too far for a shell to roll by itself," Emsy says.

Self-Check (back of cards) (sheet 2 of 3)

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.

T: establishes the mystery.

T: names the central experience.

R: changes the relationship to the artifact.

R: connects the character to past people.

A: shows dialogue and thinking.

A: shows an action.

STUDENT WORKBOOK



TRAILS MYSTERY CASE FILE

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 3)

Cut on the dashed lines. Set out six TRAILS mats, twelve shuffled evidence cards, seven sequence cards, and the Important Moment marker. Store all cards in your Pocket Practice.

Emsy notices that both the shell and copper came from distant places.	Emsy realizes that several faraway objects form a pattern.
Emsy learns that a small object can reveal a large story.	The shell becomes more than an object; it becomes a clue from the past.
The story begins beside a museum display case.	The investigation connects the museum to inland Poverty Point, the coast, and major rivers.

Self-Check (back of cards) (sheet 3 of 3)

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.

I: states the major realization.

I: moves toward the turning-point realization.

L: shows the lasting change.

L: shows what Emsy learns.

S: geographic and historical context.

S: immediate setting.

Day 2: Attempt, continued

Our Question for Today: How do I match passage evidence to the right TRAILS element?

1. Play It

- Sit with your group. Set out six TRAILS mats. Stack the twelve evidence cards face down.
- Draw one evidence card. Think about which TRAILS element it matches best.
- Place the evidence card beside its TRAILS match. Explain why it belongs there.
- If your group disagrees, discuss and reach agreement before drawing again.
- After all cards are placed, check each match 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 evidence card matched one TRAILS element.

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 Emsy's investigation shows that one small object can reveal a bigger story.

The genre is _____ because the purpose is _____

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain my thinking



Our Question for Today

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

1. Discuss

Explain your reasoning, not just your answer.

Question	My thinking
Where did you place the shell evidence card, and why?	
How is a narrative different from an ordered list?	
What does the important moment do in a narrative?	
Why does a reader need a setting and an action before the important moment?	
What TRAILS element was hardest to find?	

My discussion notes

2. My Personal Connection

Connect a moment of finding something unexpected to Emsy's discovery. Tell which detail made you think of it.

My connection and the detail that made me think of it

Retell how Emsy's investigation turns an ordinary shell into a story about the past.

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 the reader do?

My answer

3. Use: Plan Your Narrative

Choose a mysterious object. Plan your narrative with TRAILS before you write.

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

My genre decision: narrative fits because...



My Independent Narrative

Write a short narrative about finding a mysterious object. Include setting, actions, a thought or dialogue, an important moment, and a lasting effect.

My narrative

Embedded Check

Did I develop the experience with TRAILS?

- ☐ I included a setting.
- ☐ I showed an action, thought, or dialogue.
- ☐ I slowed down at the important moment.
- ☐ I ended with a lasting effect.

One sentence I want to make stronger

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What did I write this week that develops the experience for a reader?

1. Award the Best Parts

Read your narrative. Choose two awards from this list: Scene Setter, Character Connector, Action Builder, Character Voice, Moment Maker, Meaning Maker. Point to the sentence that earned the award.

My Two Awards (write them here)

Sentence 1 and Sentence 2

Something I did well, and where I did it

2. Target My Next Step

Choose one specific goal, curiosity, or stress point.

- ☐ Next time I will make my setting more specific.
- ☐ Next time I will add a thought or dialogue at the important moment.
- ☐ Next time I will end with a clearer lasting effect.

My target: Next time I will...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How would I teach someone else why narrative fits and how TRAILS develops an experience?

1. Explain to Others

Teach a partner one thing you learned. Use the frames below.

- Narrative fits when the purpose is to _____.
- The T in TRAILS stands for _____.
- The important moment changes _____.
- The lasting effect shows _____.
- Before choosing a genre, I name the _____, _____, and _____.

My partner taught me...

2. Educate with Author-Educator Circles

Share your writing, explain why you chose narrative, and teach one TRAILS feature using your own words as evidence. When you listen, give a specific response about what you could picture or understand.

- Author-Educator Card: title
- Author-Educator Card: experience
- Author-Educator Card: selected passage
- Author-Educator Card: TRAILS feature
- Author-Educator Card: reason for including it
- Author-Educator Card: effect on the reader
- Listener Cards: setting, character, important moment, ending, or a question

What my listener understood or pictured

3. Transfer: Day 5 Exit Ticket

Complete each part on your own.

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

Write a short narrative about finding a mysterious object somewhere it does not belong. Let the reader experience the discovery.

My genre decision

My short narrative (include setting, action, important moment, lasting effect)

Check My Exit Ticket

- ☐ I named the topic, purpose, and audience.
- ☐ I chose narrative and explained why.
- ☐ I included a setting and an action.
- ☐ I slowed down at the important moment.
- ☐ My narrative ends with a lasting effect.

? STOP & THINK

I can name the writing job, choose narrative when the purpose fits, and develop an experience with TRAILS.

My final Day 5 thought



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 narrative about finding a mysterious object somewhere it does not belong. Let the reader experience the discovery.

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: experience, relationship, actions, important moment, lasting effect, setting.
- Write your narrative. Include a thought or dialogue and a clue that changes understanding.

Two TRAILS details from my narrative

The important moment I will slow down is...

TRAILS Parts I Can Use

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.
- ☐ Emsy and Poverty Point begin with capital letters.
- ☐ Shell and museum 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	I named topic, purpose, audience, and genre.	
TRAILS plan	I planned with all six TRAILS elements.	
Narrative	My writing develops an experience, not just a list.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

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

Write a short narrative about finding a mysterious object. Let the reader experience the discovery.

Low

I found a key. It was old. I gave it to my teacher.

What is missing: setting, thought or dialogue, and an important moment that changes understanding are missing.

Medium

After recess, Maya found a rusty key under the garden bench. She picked it up and looked at it. There was a tag on it. She gave it to her teacher and learned it opened a cabinet.

What is missing: the important moment is not slowed down. Thought or dialogue and a lasting effect need development.

High

After recess, Maya spotted a rusty key beneath the garden bench. She called her friend Eli and knelt to brush away the dirt. "Why would a key be hiding here?" she asked. Eli turned it over and noticed a tiny metal tag marked Room 12. Maya's eyes widened because Room 12 was their classroom. They carried the key to their teacher and learned that it opened an old supply cabinet. Maya had not found treasure, but she had discovered that one small object could begin a very big mystery.

Why it works: the response develops the experience with all six TRAILS elements. The clue changes what the characters understand.

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 narrative when the purpose fits.	☐	☐	☐
Separate the passage genre from the response genre.	☐	☐	☐
Find the TRAILS elements in a narrative.	☐	☐	☐
Include setting and character.	☐	☐	☐
Include actions, a thought, or dialogue.	☐	☐	☐
Slow down at the important moment.	☐	☐	☐
End with a lasting effect.	☐	☐	☐
Explain why narrative fits the writing job.	☐	☐	☐

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 turn clues and events into a story worth following, and how do we know narrative fits the purpose?

The answer

A writer names the topic, purpose, and audience before choosing a genre. When the purpose is to let a reader experience a discovery, narrative fits. TRAILS develops the experience with setting, character, actions, an important moment, a lasting effect, and thoughts or dialogue, so the reader follows the story instead of just reading a list.

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. Name the topic, purpose, and audience. Choose a genre. Then explain why it fits.

My new prompt

Take It Further! TRAILS Builder Challenge

Build a full narrative from one writing task: Write a short narrative about Emsy's next museum visit. Use TRAILS to develop a new mystery and show how Emsy's thinking grows.

- Plan the narrative with TRAILS in the box below.
- T: write the full experience.
- R: write the relationship or connection.
- A: write an action, thought, or dialogue.
- I: write the important moment that changes understanding.
- L: write the lasting effect.
- S: write the setting.
- Present your narrative to the class. Read it from the beginning.

My plan: experience, relationship, actions, important moment, lasting effect, setting

My TRAILS Builder Challenge

Write your full TRAILS plan in the box below. Label each part T, R, A, I, L, S.

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 told someone about a discovery instead of just listing facts?

Family member signature: _____

Follow the Clues

Think of a time you found something interesting or out of place. Tell the story to someone at home. Include where you were, what you did, and what you understood by the end.

Ask them: what is the most surprising thing you have ever found?

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 begin.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster PREPARE · Module 2

Match the Writing Job to the Genre



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster PREPARE • Module 2

© The Writing Academy®, LLC

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

Match the Writing Job to the Genre



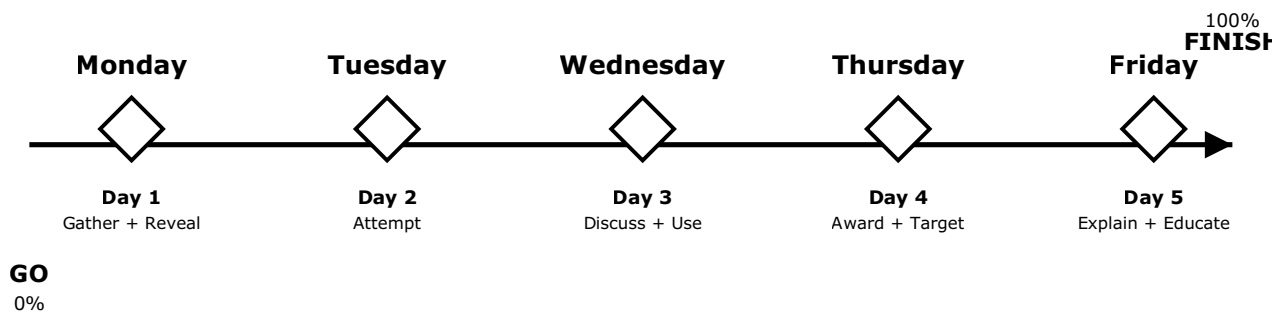
Why This Matters to Me

I am a prepared writer. Before I draft, I decide what my writing needs to do. I name my topic, purpose, and audience, and I choose the genre that fits. When narrative fits, I use purposeful craft so my reader experiences the story.

Essential Question

How does a writer make the reader experience a story instead of simply hearing what happened?

My Week Tracker



Color in one stop on the line at the **END** of each day, after I finish that day's work!

My First Thinking

I Can

- I can plan with freewriting or mapping.
- I can tell purposeful development apart from random elaboration.
- I can develop all six TRAILS characteristics.
- I can name what the writer added and the job it performs.

I Will

- I will confirm that narrative fits the topic, purpose, and audience before planning.
- I will use purposeful craft moves instead of random detail.
- I will slow the important moment so the reader experiences it.
- I will write a complete beginning, developing middle, and meaningful ending.
- I will explain the job each detail performs.

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 purpose and audience guide the genre, and how purposeful craft develops an experience.	One narrative about Emsy and a seashell found far from the ocean.	A Narrative Growth Laboratory sheet, a TRAILS plan, a complete narrative, awards, a target, and a Museum of Mystery Narratives placard.

Where We Are Going

I will move from comparing two versions of the same moment to writing my own complete narrative. By the end of the week, I will explain the exact craft choice I made and how it helps my reader.

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

- ☐ My genre choice fits the topic, purpose, and audience.
- ☐ Each detail helps the reader see, reveals the character, or strengthens the moment.
- ☐ My important moment develops across more than one sentence.
- ☐ My ending shows what the character carries away.
- ☐ My narrative includes all six TRAILS characteristics.

Check Myself

- ☐ I named the topic, purpose, and audience before I chose a genre.
- ☐ I kept only the details that do a job for my reader.
- ☐ I slowed my important moment across more than one sentence.

How I Will Show What I Know

I will show what I know with my Narrative Growth Laboratory sheet, my TRAILS planner and complete narrative, three award statements with a target, and my Museum of Mystery Narratives placard and explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I compare a basic and a developed version.
Reveal	Day 1	I learn the five growth moves and their jobs.
Attempt	Day 2	I match moments and grow a base sentence.
Discuss + Use	Day 3	I explain, then write a complete narrative.
Award + Target	Day 4	I name strengths and choose a goal.
Explain/Educate	Day 5	I share my exhibit and explain a craft choice.

Say It Together!

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

3.11A(i):

TEKS says: 3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

How I say it: I first confirm topic, purpose, audience, and genre, then choose freewriting or mapping to plan.

3.12A(ii):

TEKS says: 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

How I say it: I develop TRAILS with precise actions, useful thought and dialogue, slower pacing, and a meaningful ending.

Call and Response

Read this together as a class before we start.

Teacher asks: "What decides the genre?"

Class answers: "The purpose and the audience!"

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 has a topic, a purpose, and an audience. I learned in Module 1 how to choose a genre and plan a short narrative with TRAILS. I can write a complete sentence with a subject and a verb.

A connection I can make

Remember It!

- ☐ A writing job has a topic, a purpose, and an audience.
- ☐ Narrative fits when the reader should experience a discovery.
- ☐ TRAILS names the six parts of a narrative.
- ☐ A complete sentence has a subject and a verb.

One idea I remember

Ready Check

- ☐ I can tell whether narrative fits a writing job.
- ☐ I can name one TRAILS element and its job.
- ☐ I can explain what an added detail does for my reader.

Watch Out! Common Mix-Up

Watch out! More detail does not automatically mean better craft. An added detail must help the reader see or understand, reveal the character or move the narrative, or strengthen the important moment or meaning.

Where This Fits in My Writing

Prepared writers confirm the writing job, choose a genre, and then plan. When narrative fits, purposeful craft develops the experience for the intended reader. Revision adds one purposeful idea, and editing checks the assigned conventions.

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 passage in Read and Interact as often as you want.

Part 1: Name the Writing Job

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

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

Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

Writing job part	My answer
Topic: what the writing is about	
Purpose: what the writing must do	
Audience: who will read the writing	

Part 2: Genre Decision

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

Genre	Why it fits

Part 3: Narrative Sequence

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

Number	Sentence
_____	The character notices something out of place.
_____	The character gathers clues and asks questions.
_____	A clue changes what the character understands.
_____	The character carries away a lasting meaning.

Part 4: Setting and Character

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

My first sentence

Part 5: Important Moment

Purposeful craft makes a reader experience a story. Write one sentence that shows the moment the character's thinking changes. Then explain in one sentence how that moment helps the reader.

A sentence that shows the clue or discovery

Why it changes the character's thinking

Part 6: Complete Narrative

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

My narrative



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about something you noticed.

Word	Say it	What it means	Sentence frame
reader	REE-dur	The person who will read the writing.	My _____ should picture the museum setting.
detail	DEE-tayl	A small piece of information.	I added a _____ that helps my reader see the shell.
picture	PIK-chur	To see something in your mind.	The pearly shell helps my reader _____ the display case.
moment	MOH-ment	A short, important point in time.	I slowed the _____ when Emsy saw the pattern.
add	AD	To put in something new.	I will _____ a thought that shows what Emsy is thinking.
grow	GROH	To become fuller or deeper.	Purposeful details help my narrative _____.
voice	VOYS	The way a character or writer sounds.	Dialogue gives Emsy a curious _____.
clue	KLOO	A detail that helps solve a mystery.	Each _____ led Emsy closer to her claim.
feeling	FEE-ling	An emotion a character has.	The _____ of wonder stays with the reader at the ending.
choice	CHOYS	A decision the writer makes.	I can explain a craft _____ and its effect.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These writing words help you name the job, choose the genre, and explain your craft. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
purpose	PUR-pus	What the writing must do.	My _____ is to let my reader experience the discovery.
audience	AW-dee-uns	The person or people who will receive the writing.	My _____ is the other students in my class.
craft	KRAFT	The purposeful choices a writer makes to shape the writing.	One craft _____ made the important moment feel real.
characteristic	kair-uk-tur-IS-tik	A feature that belongs to a genre.	A narrative _____ is a setting the reader can picture.
sequence	SEE-kwuns	The order in which events happen.	My clues follow a clear _____ from first to last.
dialogue	DY-uh-log	The words characters say.	The _____ shows what Emsy is thinking.
setting	SET-ing	Where and when the narrative happens.	My _____ is the school garden after science club.
perspective	pur-SPEK-tiv	The point of view from which a story is told.	I checked for a consistent _____ in my narrative.
freewrite	FREE-ryt	To write ideas quickly without stopping to plan.	My _____ helped me gather clues before I drafted.
mapping	MAP-ing	Planning by connecting ideas in a visual web or chart.	My _____ shows how one clue leads to the next.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words belong especially to our passage. Say each word, then use it when you talk about the mystery.

Word	Say it	What it means	Sentence frame
coastal	KOHS-tul	Near the coast or ocean.	The shell came from a _____ environment.
inland	IN-land	Away from the coast.	Poverty Point was located _____, far from the ocean.
artifact	AR-tuh-fakt	An object that tells us something about people from the past.	The shell is an _____ that became a clue from the past.
scarcity	SKAIR-suh-tee	When there is not an unlimited amount of what people want or need.	_____ gave people a reason to exchange resources.
exchange	iks-CHAYNJ	To give one thing and receive another.	People used _____ to move goods from place to place.
transportation	trans-por-TAY-shun	Ways people and goods move.	Rivers supported _____ long before highways existed.
pattern	PAT-urn	A set of details that repeat or connect.	The shells and the copper formed a _____.
evidence	EV-uh-duns	Details that support an idea or claim.	Emsy organized her _____ before she wrote her claim.
pearly	PUR-lee	Shiny and smooth like a pearl.	The _____ shell looked ordinary at first.
reflection	ri-FLEK-shun	Careful thinking about what something means.	Emsy's _____ deepens the ending of her story.

Use one Tier 3 word in a sentence

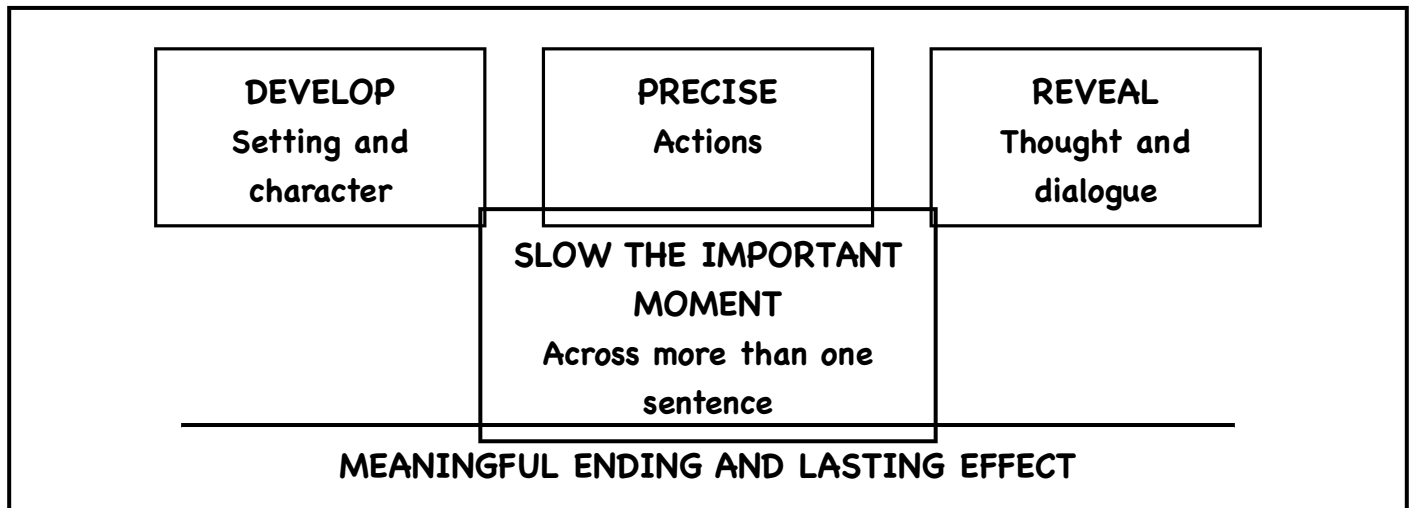


My Strategy Tools

Purposeful Craft Grows the Experience



Purpose and audience decide the genre. Once narrative is chosen, purposeful craft develops the experience. Every added detail must help the reader see or understand, reveal the character or move the narrative, or strengthen the important moment or meaning.



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

Confirm the Genre, Then Test the Detail

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.

Choose narrative when the intended reader should experience an event or a discovery. Then keep only the details that perform a job for that purpose and audience.

How I decide which genre fits

NARRATIVE and INFORMATIVE

NARRATIVE fits when...	INFORMATIVE fits when...
the purpose is to let a reader experience an event or a discovery; 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. Facts can appear inside a narrative.

How I Say the Standard!

3.12A(i):

I can compose a personal narrative using the characteristics of the genre.

3.12A(ii):

I can compose a personal narrative using purposeful craft.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Emsy and Poverty Point.
- ☐ I use a period or another ending mark.

A genre decision I can explain

Five Thinking Levels: WHY

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

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Reflective (Level 5, Blue) • Blue		Why does purposeful craft matter?	The student explains why craft makes a reader experience a story.	Universal Purpose
Independent (Level 4, Green) • Green		How can this move support a new narrative?	The student applies the craft move independently.	Personal Application
Visible (Level 3, Yellow) • Yellow		How does it help the reader here?	The student explains how the detail develops the experience.	Effect on the Reader
Emergent (Level 2, Orange) • Orange		Why was it added?	The student explains the job the detail performs.	Purpose of Craft
Foundational (Level 1, Red) • Red		What did the writer add?	The student names the added detail.	Craft and Detail

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

A WHY thinking level I understand

Five Thinking Levels: HOW

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

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Reflective (Level 5, Blue) • Blue		Why does purposeful craft matter?	The student explains why craft makes a reader experience a story.	Universal Purpose
Independent (Level 4, Green) • Green		How can this move support a new narrative?	The student applies the craft move independently.	Personal Application
Visible (Level 3, Yellow) • Yellow		How does it help the reader here?	The student explains how the detail develops the experience.	Effect on the Reader
Emergent (Level 2, Orange) • Orange		Why was it added?	The student explains the job the detail performs.	Purpose of Craft
Foundational (Level 1, Red) • Red		What did the writer add?	The student names the added detail.	Craft and Detail

The Difference Between WHAT, WHY, and HOW

Prompt type	What it asks me to do	Example
WHAT	Identify or name something in the text.	What genre fits this writing job?
WHY	Explain a reason, a purpose, or why something matters.	Explain why narrative fits a writing job when the purpose is to let the reader experience a discovery.
HOW	Analyze how parts work together or how something happens.	Explain how purposeful craft makes a reader experience a story instead of simply hearing what happened.

Purpose and audience decide the genre first. When the purpose is to let the reader experience a discovery, narrative fits. Purposeful craft then helps the narrative do its job. Naming a detail is not the same as explaining what the detail does for the reader.

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

Emsy uses maps, rivers, coastal shells, distant copper, and scarcity to build a careful claim about how people exchanged resources long ago. Communities with different resources exchanged what they had for what they needed.

Background I Need

Emsy studies a small, pearly seashell in a museum display at Poverty Point, which is inland, yet the shell came from a coastal place. Maps, rivers, copper, and scarcity help her build a careful claim that the shell probably arrived through long-distance trade.

Words I dotted while reading

The Mystery of the Traveling Shell

Narrative passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop. Notice where the story slows down.

My
marks

[1] Emsy leaned over the glass display case until her nose almost touched it. Inside rested a small, pearly seashell. It looked ordinary at first, but the museum label made Emsy straighten immediately. [2] Found at Poverty Point, Louisiana. [3] Emsy blinked. "That cannot be right," she whispered. [4] She had studied the map hanging beside the exhibit. Poverty Point was far inland, nowhere near the ocean. So how had this one traveled hundreds of miles? [5] Emsy pulled a miniature notebook from her backpack. She loved mysteries, especially those that required observation instead of guessing. [6] At the top of a clean page, she wrote: The Mystery of the Traveling Shell. [7] "Clue number one," she murmured. "The shell itself." [8] The label explained that the shell came from a coastal environment. Poverty Point, however, was located inland. Emsy sketched a tiny shell beside the word coastal and drew a question mark. [9] Her second clue was the map. [10] She studied the coastline, located Poverty Point, and traced the distance between them with one finger. Then she checked the map scale. The shell had been discovered far from the place where it could have formed naturally. [11] "So it probably did not roll here by accident," Emsy said.

[12] Blue lines curved across the map. They represented rivers, including the Mississippi and Ohio Rivers. The information panel explained that people connected with Poverty Point traveled along major waterways. Rivers were transportation routes long before highways or airplanes existed. [13] Emsy imagined wooden boats moving along the water while travelers carried baskets, tools, food, stones, and other valuable materials. [14] "Interesting," she said. "If people could travel, objects could travel with them." [15] Still, one shell was not enough evidence. [16] Then Emsy discovered clue number four. [17] Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions. Emsy's eyebrows lifted. [18] "Now we have a pattern." [19] She wrote quickly: Seashells came from far away. Copper came from far away. Both were discovered here. [20] That changed everything. [21] Perhaps people at Poverty Point had traveled enormous distances themselves, or perhaps objects had moved from community to community through repeated exchanges. Either way, the artifacts suggested communication and connection between people who lived far apart. [22] Emsy moved to the next display, where an illustration showed people exchanging resources.

A phrase I want to remember

My Words: One new word I learned today: _____

The Mystery of the Traveling Shell (continued)

Narrative passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop. Notice where the story slows down.

My
marks

[23]The word scarcity appeared in bold letters. [24] She read the explanation carefully. Scarcity happens when people do not have unlimited amounts of everything they want or need. One region might have plenty of stone but no seashells. Another community might have shells but need materials found somewhere else. [25] "That makes sense," Emsy whispered. "You trade what you have for something you cannot easily get." [26] Suddenly, the mysterious shell did not seem misplaced at all. [27] It was evidence.

[28]Emsy returned to her notebook and organized her clues. [29] First, the shell originated near the coast, while Poverty Point was inland. [30] Second, the map showed that the shell had traveled a considerable distance. [31] Third, people at Poverty Point used major rivers for transportation and communication. [32] Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations. [33] Finally, scarcity gave people a reason to exchange resources.

[34]Emsy stared at the list. A strong conclusion needed more than imagination; it needed evidence that fit together logically. [35] She drew a box around her final claim. [36] The seashell probably reached Poverty Point through long-distance trade.

[37]For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community. Later, someone traded it again. Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point. [38] No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information.

[39]Emsy closed her notebook and looked once more at the quiet shell behind the glass. [40] When she had first seen it, she thought it was simply a pretty object in the wrong place. [41] Now she understood something different. [42] Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence. [43] And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago. [44] Mystery solved.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Mystery of the Traveling Shell

Reactions, precise actions, and connected clues that show how Emsy's thinking changes.

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 Mystery of the Traveling Shell (continued)

The slowed important moment, the organized evidence, and the lasting effect that make the mystery worth following.

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 made Emsy's thinking change from curiosity to understanding?

My thinking

My Prompt Marking Notes

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

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

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

Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I compare two versions and learn the five growth moves

Our Question for Today

Which version creates a clearer picture in your mind, and what did the writer add?

1. Gather: Compare Two Versions

Read both versions of the same museum moment. Then tell your partner what the writer added.

Basic version	Developed version
Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell.	Emsy leaned over the glass display case until her nose almost touched it. Inside rested a small, pearly seashell.

What the writer added, and what it helps me picture

2. Gather: Same Topic, Different Job

One topic can be written in different ways. When the purpose or the audience changes, the writing job changes too.

Writing job	What the writing does
Narrative	Lets the reader experience the discovery.
Informative	Explains information about the shell.
Opinion	States a viewpoint about the museum display.
Correspondence	Sends a direct message to the museum.

One added detail I would keep, and the job it performs

My answer

[illegible]

? STOP & THINK

What decides the genre?

My answer

Day 1: Reveal, continued

3. Read the Passage in Four Chunks

Read the passage in four chunks. First [1] to [11], the opening and the map. Next [12] to [21], rivers, travel, and copper. Then [22] to [36], scarcity, exchange, and the claim. Last [37] to [44], the final reflection. Pause after each chunk and name one place where the story grew.

- ☐ I read every chunk of the passage.
- ☐ I dotted unfamiliar words and discovered their meanings.
- ☐ I named one place where the story grew.

4. Reveal: WHAT GREW?

These are the five growth moves. Each one performs a job for the reader.

Growth move	The job it performs
Develop setting and character	Helps the reader picture where the story happens and who is in it.
Use precise actions	Lets the reader follow the investigation step by step.
Reveal thinking through dialogue	Shows what the character is thinking and moves the investigation.
Slow the important moment	Gives the reader time to experience the discovery.
Create a meaningful ending	Shows what the character understands or carries away.

5. The Purposeful Detail Test

Before I keep a detail, I ask three questions. Does it help the reader see or understand? Does it reveal the character or move the narrative? Does it strengthen the important moment or the meaning?

Day 1: Reveal, continued

6. Model the Growth Moves

Growth moves 1 and 2: compare kneeling beside the display case with leaning over the case until her nose almost touched it. Then compare tracing a distance with studying the coastline, locating Poverty Point, tracing the distance, and checking the map scale. Precise actions connect the character to the setting.

Growth move 3: in [14] the dialogue reveals Emsy's reasoning and moves the investigation forward. Growth move 4: in [18] to [20] the discovery receives several sentences and a short pause at "That changed everything." Growth move 5: compare the basic ending with [43]. The developed reflection shows how Emsy now understands the shell and the people connected to it.

Precise action in [10]	What the action does
studied the coastline	shows her method
located Poverty Point	shows her focus
traced the distance	shows the size of the journey
checked the map scale	shows she verifies her thinking

One precise action I can explain

7. Connect Purposeful Craft to TRAILS

Letter	TRAILS part	What it means
T	Topic or Experience	The object, discovery, or experience the narrative develops.
R	Relationship	Connections among characters, an object, a mystery, or the past.
A	Actions, Thoughts, and Dialogue	What the character does, thinks, and says.
I	Important Moment	The discovery, decision, or turning point, developed across several sentences.
L	Lesson or Lasting Effect	What changes or stays with the character.
S	Setting	Where and when the narrative happens.

8. Model a Narrative with Maya

The model narrative starts with a rusty key beneath a school-garden bench. It includes a thought about why the key is there, a call to Ben, dirt rubbed from a G-7 tag one mark at a time, and an ending in which the key opens a story rather than a treasure box.



STUDENT WORKBOOK



NARRATIVE GROWTH LABORATORY

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 4)

Cut on the dashed lines. Set out five Growth Labels, ten excerpt cards (L1-L5 and M1-M5), six base sentence cards, and seven craft move cards. Store all cards in your Pocket Practice.

GROWTH LABEL A	GROWTH LABEL B
GROWTH LABEL C	GROWTH LABEL D
GROWTH LABEL E	L1: Knelt beside a display case; smooth white seashell.
M1: Leaned until her nose almost touched it; small, pearly shell.	L2: Asking why a seashell is here.

Self-Check (back of cards) (sheet 1 of 4)

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.

GROWTH LABEL B Reaction, voice, and stronger questioning.	GROWTH LABEL A Precise action and description.
GROWTH LABEL D Slower pacing at the important moment.	GROWTH LABEL C Setting, imagery, and explanation.
Match with M1 and Growth Label A.	GROWTH LABEL E Deeper lesson or lasting effect.
Match with M2 and Growth Label B.	Growth A: precise action and description.

STUDENT WORKBOOK



NARRATIVE GROWTH LABORATORY

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 4)

Cut on the dashed lines. Set out five Growth Labels, ten excerpt cards (L1-L5 and M1-M5), six base sentence cards, and seven craft move cards. Store all cards in your Pocket Practice.

M2: Blinking, whispering that it cannot be right, asking how it traveled hundreds of miles.	L3: Rivers as routes.
M3: Blue curved lines and imagined wooden boats carrying resources.	L4: Objects forming a pattern.
M4: Dialogue, written comparison of shells and copper, and "That changed everything."	L5: Clue from the past.
M5: The smallest object revealing a story of travel, trade, problem solving, and connection.	B1: Sam saw a coin.

Self-Check (back of cards) (sheet 2 of 4)

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.

Match with M3 and Growth Label C.

Growth B: reaction, voice, and stronger questioning.

Match with M4 and Growth Label D.

Growth C: setting, imagery, and explanation.

Match with M5 and Growth Label E.

Growth D: slower pacing at the important moment.

Base sentence card. Grow it with a craft card.

Growth E: deeper lesson or lasting effect.

STUDENT WORKBOOK



NARRATIVE GROWTH LABORATORY

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 4)

Cut on the dashed lines. Set out five Growth Labels, ten excerpt cards (L1-L5 and M1-M5), six base sentence cards, and seven craft move cards. Store all cards in your Pocket Practice.

B2: He looked at the old tree.	B3: He asked his friend for help.
B4: He found letters on the coin.	B5: He understood the clue.
B6: He left the playground.	C1: Clear setting.
C2: Precise actions.	C3: Useful thought.

Self-Check (back of cards) (sheet 3 of 4)

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.

Base sentence card. Grow it with a craft card.	Base sentence card. Grow it with a craft card.
Base sentence card. Grow it with a craft card.	Base sentence card. Grow it with a craft card.
Craft move card. Use this move to grow a base sentence.	Base sentence card. Grow it with a craft card.
Craft move card. Use this move to grow a base sentence.	Craft move card. Use this move to grow a base sentence.

STUDENT WORKBOOK



NARRATIVE GROWTH LABORATORY

Day 2: Attempt

✂ Cut out these cards (sheet 4 of 4)

Cut on the dashed lines. Set out five Growth Labels, ten excerpt cards (L1–L5 and M1–M5), six base sentence cards, and seven craft move cards. Store all cards in your Pocket Practice.

C4: Revealing dialogue.

C5: Character relationship.

C6: Slowed important moment.

C7: Lesson or lasting effect.

Self-Check (back of cards) (sheet 4 of 4)

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.

Craft move card. Use this move to grow a base sentence.

Craft move card. Use this move to grow a base sentence.

Craft move card. Explain the reader effect.

Craft move card. Use this move to grow a base sentence.

STUDENT WORKBOOK



Day 2: Attempt

I match moments and grow a base sentence



Our Question for Today: What did the writer add, and how does it help the reader?

1. Genre Transform

Sit with your group. Draw one content card and one purpose and audience card. Transform the content out loud, then name the genre before the laboratory begins.

The genre we chose, and why it fits

2. Play It: Narrative Growth Laboratory

- Round One: match each story moment with the growth that belongs to it, then name what grew.
- Round Two: draw one base sentence card and one craft move card, then grow the sentence.
- Explain what the writer added and how it helps the reader.
- Check every answer against the Self-Check key on the back of the cards.
- Put every card back in Pocket Practice.

3. Round One Matches

Basic moment	Developed moment	What grew
Knelt beside a display case. A smooth white shell.	Leaned until her nose almost touched it. A small, pearly shell.	A: precise action and description
Asks why a seashell is here.	Blinks, whispers that it cannot be right, and asks how it traveled hundreds of miles.	B: reaction, voice, and stronger questioning
Rivers were routes.	Blue curved lines and imagined wooden boats carrying resources.	C: setting, imagery, and explanation
Objects form a pattern.	Dialogue, a written comparison of shells and copper, and "That changed everything."	D: slower pacing at the important moment
A clue from the past.	The smallest object reveals a story of travel, trade, and connection.	E: deeper lesson or lasting effect

Round	1	2	3	4	5
My partner					
My point					

4. Round Two: Base Sentence Cards

Draw one base sentence card. These are the six base sentences in the deck.

Card	Base sentence
B1	Sam saw a coin.
B2	He looked at the old tree.
B3	He asked his friend for help.
B4	He found letters on the coin.
B5	He understood the clue.
B6	He left the playground.

5. Round Two: Craft Move Cards

Draw one craft move card. The craft card tells you which growth move to use.

Card	Craft move	What it must do
C1	clear setting	show where and when
C2	precise actions	show exactly what happens
C3	useful thought	show what the character is thinking
C4	revealing dialogue	show what the character says
C5	character relationship	show how two characters connect
C6	slowed important moment	give the reader time inside the discovery
C7	lesson or lasting effect	show what stays with the character

6. Teacher Model: B4 with C6

Base sentence: He found letters on the coin. Craft move: slowed important moment.

Model expansion: Sam rubbed the dirt from the coin. First one letter appeared. Then another. His breath caught when he read his own last name.

My expansion, the move I used, and its effect on the reader

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain my thinking, then write on my own

Our Question for Today

Where does my important moment need more space?

1. Discuss: Purposeful Detail or Random Detail

Compare the two coin sentences. One helps the reader experience the discovery. The other adds words that do little. Explain what the added words do for the reader.

Coin sentence	What it does for the reader
During morning recess, Sam spotted a dull silver coin wedged between the roots of the oldest tree on the playground.	Develops the setting, a precise action, and a meaningful location.
Sam saw a nice, pretty, wonderful coin.	Adds three vague describing words with no job.

Question	My thinking
Which coin sentence helps you experience the discovery, and why?	
What is missing from the rushed sentence "Sam found letters on the coin and solved the mystery"?	
How is "Then Sam went home. The end." different from an ending that shows understanding?	
What does the important moment do in a narrative?	
Which growth move was hardest for your group to explain?	

My discussion notes



? STOP & THINK

Before I add a detail, what three questions do I ask?

My answer

3. Use: Plan My Complete Narrative

Choose your own object, or choose one from this choice board: a key under a garden bench, a shell in a classroom cabinet, a coin between roots, a feather in a book, a photograph behind a museum display, a tiny map in a coat pocket, a button beneath a stage, a carved stone by a river, a note in an old lunchbox, or your own object.

Part	My plan
Topic: what my writing is about	
Purpose: what my writing must do	
Audience: who will read my writing	
Genre: narrative	narrative fits because the reader should experience the discovery
Planning strategy: freewriting or mapping	

4. Use: My TRAILS Planner

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



My title

My Complete Narrative

Write a complete narrative. Include a title, a specific setting, your main character and a relationship, at least three connected actions or clues, useful thought and dialogue, a slowed important moment, and a lasting effect. Mark your important moment with a small star and reread it.

My narrative

Embedded Check

Did I develop the experience with TRAILS?

☐ I included a title and a specific setting.

STUDENT WORKBOOK



Day 4: Award + Target

I notice evidence of my growth



Our Question for Today
What did I write this week that develops the experience for a reader?

1. Award My Growth
Read your complete narrative. Choose three badges and mark the exact words that earned each one. Explain how each choice helps your reader.

My Three Awards (write them here)

Award 1, Award 2, and Award 3

An award I earned, the exact words, and the effect on my reader

2. Target My Next Craft Move
Choose a specific goal, a curiosity, or a stress point. A vague goal such as writing better is not a target. A specific target sounds like this: slow the important moment by showing three small actions before the discovery.

Target section	My thinking
New Goal	
Curiosity	
Stress Point	
Next Step	

3. Revise One Thin Sentence
Add one purposeful idea to a thin or abrupt sentence in your narrative. Then reread for complete simple sentences, subject-verb agreement, singular nouns, common nouns, and high-frequency spelling.

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How would I teach someone else why narrative fits and which craft move most improved my writing?

1. Explain to Others

Teach a partner one thing you learned. Use the frames below.

- Narrative fits when the purpose is to _____.
- The T in TRAILS stands for _____ and the I stands for _____.
- My important moment changes _____.
- My lasting effect shows _____.
- Before choosing a genre, I name the _____, _____, and _____.

My partner taught me...

2. Teach the Choice and the Craft

Read your opening, your important moment, and your ending. Show the exact words of one deliberate choice, then explain its effect.

- Setting: where the narrative happens.
- Character: who is in the narrative.
- Important moment: what changes.
- Lasting effect: what the character carries away.
- Craft decision: what the writer chose to do.
- A question about the author's choice.

The exact words of my deliberate choice and its effect

3. Museum of Mystery Narratives

Today your narrative becomes an exhibit, and you are the expert beside it. Read your opening, your important moment, and your ending. Show the exact words of one deliberate choice and explain its effect.

My Author-Educator Placard

Placard field	My exhibit
Title	
Mystery beginning	
Setting	
Important moment	
Realization	
Deliberate choice	
Reader effect	

A question a listener asked me, and my answer

4. Transfer: Day 5 Exit Ticket

Complete each part on your own. A writer wants classmates to experience a mysterious coin discovery. Use Sam saw a coin as the base sentence.

Item 1: Which genre fits? (2 points)

Mark one	Genre	My justification
☐	NARRATIVE	
☐	INFORMATIVE	

Item 2: Grow the base sentence. (4 points)

Grow Sam saw a coin with a clear setting and a purposeful action.

My grown sentence

Item 3: Craft explanation. (2 points)

Underline one detail you added and explain how it helps the reader.

The detail and its effect on my reader

Item 4: Transfer. (2 points)

Name one small action that could slow the coin discovery.

My small action

Check My Exit Ticket

- ☐ I chose a genre and justified it with the purpose and audience.
- ☐ I grew the base sentence with a clear setting and a purposeful action.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

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

Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

My Plan

- Name the writing job: topic, purpose, audience.
- Confirm that narrative fits, and choose freewriting or mapping.
- Plan all six TRAILS parts.
- Draft a complete beginning, developing middle, and meaningful ending.
- Add one purposeful idea, then check the conventions.

One connected clue I will use, and the clue that follows it

One purposeful detail I plan to add, and its job

My Draft



Use your plan. Write a complete beginning, a developing middle, and a meaningful ending. Mark your important moment with a small star and reread it.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I added one purposeful idea to a thin or abrupt sentence.
- ☐ My important moment develops across more than one sentence.
- ☐ My ending shows what my character understands or carries away.
- ☐ Every detail performs a job for my reader.

Edit

- ☐ Every sentence is a complete simple sentence with a subject and a verb.
- ☐ Singular nouns are correct in my sentences.
- ☐ Common nouns are correct in my sentences.
- ☐ High-frequency words are spelled correctly.
- ☐ I use a capital letter for Emsy, Poverty Point, Maya, and Ben.

My improved sentence

Share

Read your narrative to a partner. Your partner names one deliberate craft choice and explains its effect on the reader.

The craft choice my partner named, and its effect

Before I Turn It In

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

Part	I can show...	Check
Genre and planning	I named the topic, purpose, audience, and genre, and I used a plan.	
Complete TRAILS	My narrative develops a complete beginning, middle, and ending.	
Purposeful craft	My details, clues, thought, and dialogue have clear jobs.	
Meaningful ending	My ending shows what my character understands or carries away.	

Study the Samples

Read the first two responses to this prompt. Notice what improves from Low to Medium.

Write a complete narrative about a character who finds an object where it does not belong and follows clues to discover how it got there, who it belonged to, or what it means.

Low

Maya found a key under the bench. She tried it in a door. It opened. There were seeds inside. She planted them.

What is missing: setting, thought, dialogue, a slowed important moment, and a lasting effect.

Medium

After science club, Maya found a rusty key under the garden bench. "Ben, look at this," she said. The key had a tag that read G-7. They went to the greenhouse and the key opened the door. Inside was a cabinet with old seeds and a note. Maya thought it was special.

What is missing: the important moment is rushed, and the ending tells that it was special without showing meaning.

What improves from Low to Medium?

Study the High Sample

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

High

Wind pushed dry leaves across the school garden as Maya waited for her grandmother after science club. She sat on the wooden bench and noticed something shining beneath it. When she knelt and moved the leaves aside, she found a small brass key covered with dirt. "Ben, come look at this," Maya called to her friend. Ben crouched beside her. "Maybe it opens a treasure box." Maya turned the key over in her palm. A tiny metal tag hung from it. Someone had scratched two marks into the tag: G-7. Maya looked around the garden. Seven wooden signs marked the planting beds. The last sign read Garden Plot 7. They hurried to the plot and searched around the tomato plants, but they found no lock. Then Ben pointed toward the old greenhouse at the edge of the garden. "There is a seven on that door," he said. Maya's heart began to beat faster. She pushed the key into the rusty lock. At first, it would not move. She brushed more dirt from the teeth of the key and tried again. Click. The door opened. Inside, they found an old wooden seed cabinet. Their teacher, Ms. Ortiz, joined them before they opened it. The bottom drawer contained several packets of seeds and a note written by a class from many years earlier. Plant these for the students who come after you. Maya stared at the note. The key had not opened a chest of gold. It had opened a promise from one group of students to another. The next week, Maya and Ben planted the seeds in Plot 7. Each time Maya passed the garden, she remembered that even a small key could connect people who had never met.

Why it works: the narrative develops all six TRAILS elements, and the clue changes what the characters understand.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
T: Topic or Experience	Maya finds and investigates an old key.	The mystery gives the narrative a clear focus.
R / A: Relationship and Actions	Maya and Ben connect with earlier students; Maya notices, kneels, calls, turns, searches, pushes, and brushes.	The relationship and precise actions develop the experience.
I: Important Moment	The key opens the greenhouse and reveals the cabinet and the note.	Small actions, a pause, and the click slow the discovery.
L / S: Lasting Effect and Setting	A small object connects groups across time; the setting is the school garden after science club.	The lasting effect grows from a specific place and experience.

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
Confirm that narrative fits the writing job.	☐	☐	☐
Tell purposeful detail apart from random detail.	☐	☐	☐
Use precise actions, thought, and dialogue.	☐	☐	☐
Connect clues in a logical sequence.	☐	☐	☐
Slow the important moment.	☐	☐	☐
Show a meaningful ending and a lasting effect.	☐	☐	☐
Explain a deliberate craft choice and its effect.	☐	☐	☐

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 make the reader experience a story instead of simply hearing what happened?

The answer

Purpose and audience guide the genre choice first. Once narrative is chosen, purposeful craft makes the experience clear, vivid, and meaningful. The writer develops the setting, the relationship, precise actions, useful thought and dialogue, a slowed important moment, and a meaningful ending, so the reader lives the story instead of only hearing a list of events.

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. Name the topic, purpose, and audience. Confirm the genre. Then write one sentence and explain its job for your reader.

My new prompt

Take It Further! Audience Switch Challenge

Keep one topic and change the audience: Keep the museum topic but change the audience. Write an opening for a group of classmates, a museum message for a curator, and an informative opening for a visitor guide. Explain what stayed the same and what changed.

- Write a narrative opening for your classmates.
- Keep the topic and write a museum message for a curator.
- Keep the topic and write an informative opening for a visitor guide.
- Explain what stayed the same and what changed.
- Read your three openings to the class.

What stayed the same, what changed, and why

My Audience Switch Plan

Write your three openings in the box below. Label each with its audience and genre.

At-Home Connection

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

Name the Writing Job

Name a topic from your day with someone at home. Tell the purpose (what the writing must do) and the audience (who will read it). Then choose narrative, informative, opinion, or correspondence, and explain why it fits. Write one sentence: The best genre is _____ because _____.

Ask them: when have you told someone a small moment as a story instead of just saying what happened?

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	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 2 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer. I confirm the writing job, and I use purposeful craft so my reader experiences the story.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster PREPARE · Module 3

Plan the Path Before the Draft



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster PREPARE • Module 3

© The Writing Academy®, LLC

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

Plan the Path Before the Draft



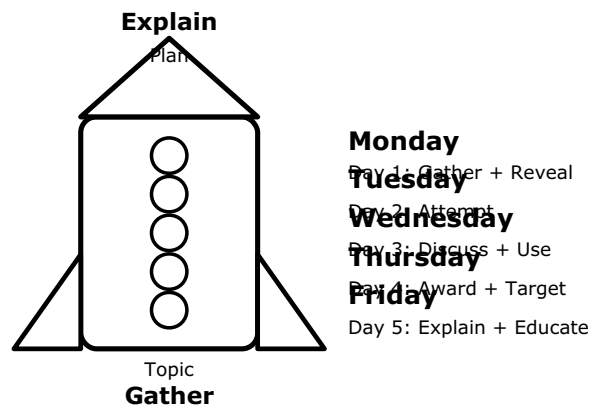
Why This Matters to Me

Planning is not extra work before writing. When you plan, you decide where your thinking is going.

Essential Question

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

My Progress Tracker



As you plan and write this week, check how you feel about each skill you can do by yourself.

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Choose a genre and planning strategy.	The Recess Question.	A planning record and narrative.

Where We Are Going

Choose a genre and a planning strategy before drafting.

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

- ☐ Genre fits topic, purpose, and audience.
- ☐ Planning strategy fits the writing job.
- ☐ A visible plan identifies the important moment.
- ☐ All six TRAILS characteristics develop Beth's change.
- ☐ The plan influences the draft.
- ☐ I add one useful idea and edit.

Check Myself

- ☐ I name topic, purpose, and audience before genre.
- ☐ I justify genre and strategy.
- ☐ I show the plan's influence.
- ☐ I develop with TRAILS.

How I Will Show What I Know

Planning record paired with narrative; PREPARE Coach teach-back and exit check.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Read the excerpt.
Reveal	Day 1	See the genre and route.
Attempt	Day 2	Justify both choices.
Discuss	Day 3	Resolve hard choices.
Use	Day 3	Plan and draft.
Award	Day 4	Name evidence of growth.
Target	Day 4	Act on a next step.
Explain / Educate	Day 5	Teach the five decisions.

Say It Together!

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

3.11A(i):

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

3.12A(i):

Compose literary texts, including personal narratives and poetry, 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: "Topic, purpose, audience, genre, and plan."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I recognize when narrative fits a writing job, name topic, purpose, and audience, recognize the six TRAILS characteristics, use DOT and TRACKS, and write a complete simple sentence.

A connection I can make

Remember It!

- ☐ Topic tells what the writing is about.
- ☐ Purpose tells what the writing must do.
- ☐ Audience tells who will receive the writing.
- ☐ Planning decides the parts and route before drafting.

One idea I remember

Ready Check

- ☐ I name topic, purpose, and audience before genre.
- ☐ I justify brainstorming, freewriting, or mapping as a thinking tool.
- ☐ I identify the moment Beth recognizes more than one reasonable solution.
- ☐ I develop rather than summarize and can show where the plan influenced the draft.

Watch Out! Common Mix-Up

Planning tools are not interchangeable worksheets, and the audience is not always my teacher. I name a real audience and give a reason the selected tool helps my writing job.

Where This Fits in My Writing

The planning record makes the route into a draft visible. Choose narrative because the purpose is to let another third-grade reader experience Beth's changing thinking. Select brainstorming, freewriting, or mapping, then develop the important moment with TRAILS instead of listing events.

What I want to remember before I start

Where I Am Starting

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

Before I Can... Prerequisites

- ☐ I recognize when narrative fits a writing job.
- ☐ I name topic, purpose, and audience before choosing a genre.
- ☐ I recognize the six TRAILS characteristics and distinguish an experience from a list.
- ☐ I use DOT to mark unfamiliar words and TRACKS to find passage evidence.
- ☐ I write a complete simple sentence and use passage details to develop meaning.

One prerequisite I can explain

Remember This!

In 60 seconds, tell your partner what topic, purpose, and audience mean. Name one TRAILS feature that helps you develop an experience.

Decision	What it means
Topic	What the writing is about.
Purpose	What the writing must do.
Audience	Who will receive the writing.
Genre	Choose the form.
Plan	Decide the parts and route before drafting.

My 60-second retrieval

Ready Check

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

Develop Beth's experience as she changes from being certain about longer recess to considering several solutions.

Name another third-grade class as the audience. Identify purpose and audience before choosing a genre.

Topic, purpose, and audience

Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
planning	Deciding the parts and route before drafting.	Rehearse a reason for selecting a planning tool.
brainstorm	Quickly collect ideas without deciding the final order.	Collect possible recess details.
freewrite	Write continuously for a short time to discover ideas.	Write for one minute to find a thought.
mapping	Visually connect an important idea or moment to related details.	Link what came before and after Beth's change.

My planning word and reason



Words I Need

Tier 1, everyday words



Use these everyday words to explain your ideas and the route you choose before drafting.

Word	Say it	What it means	Sentence frame
plan	plan	To decide the parts before drafting.	I will ____ my route before I write.
choose	choose	To pick one thing from a group.	I ____ the genre that fits the job.
idea	idea	A thought that might be used in writing.	I collected each ____ during my brainstorm.
route	route	The path the writing will take.	My plan gives me a ____ into the draft.
reason	reason	Why someone thinks or does something.	I can give a ____ for my genre choice.
decide	decide	To make up one's mind.	First I ____ the purpose and audience.
order	order	The way events are arranged.	Mapping helps me see the ____ of events.
detail	detail	A small piece of information.	A freewrite helps me find each useful ____.
moment	moment	A short, important point in time.	My map puts the important ____ in the center.
draft	draft	A first version of writing.	I plan before I begin my ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Use these planning words to name your strategy and explain why it fits your writing job.

Word	Say it	What it means	Sentence frame
planning	planning	Deciding the parts and route before drafting.	My ____ shows where my thinking is going.
brainstorm	brainstorm	To quickly collect possible ideas without deciding the order yet.	I ____ many ideas before I choose.
freewrite	freewrite	To write continuously for a short time to discover ideas.	I ____ to find what I think.
mapping	mapping	Planning by connecting a central idea to related details visually.	I use ____ to connect events to the important moment.
organize	organize	To put ideas in a clear order.	My plan helps me ____ the events.
perspective	perspective	The point of view someone has.	Each classmate shared a different ____.
genre	genre	The kind or form of writing.	The ____ that fits this job is narrative.
purpose	purpose	What the writing must do.	My ____ is to help the reader experience Beth's change.
audience	audience	The person or people who will receive the writing.	My ____ is other third-grade readers.
sequence	sequence	The order in which events happen.	I planned the ____ before I drafted.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words help you talk about the passage and group decisions. Use them when you explain a viewpoint or a solution.

Word	Say it	What it means	Sentence frame
community	kuh-MYOO-nuh-tee	A group of people who live, learn, or work together.	A school ____ has many needs.
citizen	SIT-uh-zun	A member of a community who takes part in decisions.	A good ____ listens respectfully.
respectful	ri-SPEKT-ful	Treating others with care and consideration.	The class made a ____ decision.
advantage	ad-VAN-tij	A helpful or positive part of a choice.	One ____ of longer recess is more movement.
disadvantage	dis-ad-VAN-tij	A drawback or negative part of a choice.	One ____ is less classroom time.
compromise	KOM-pruh-myz	A solution where each side gives a little.	An extra movement break is a ____.
democratic	dem-uh-KRAT-ik	Making decisions as a group, often by voting.	Voting is a ____ way to decide.
solution	suh-LOO-shun	An answer to a problem.	Lily suggested another ____.
viewpoint	VYOO-point	A person's way of seeing an issue.	Everyone explained a ____.
decision	dih-SIZH-un	A choice a group or person makes.	The class made a group ____.

Use one Tier 3 word in a sentence



My Strategy Tools

Topic, Purpose, Audience, Genre, Plan



Topic, Purpose, and Audience

Topic	Purpose	Audience
What the writing is about.	What the writing must do.	Who will receive the writing.

Same Topic, Different Writing Jobs

Writing Job	Purpose	Best Genre
Develop Beth's changing thinking	Let the reader experience a moment	Narrative
Explain the class decision process	Teach how something works	Informative
Support a recess solution	Support a viewpoint	Opinion or Argument
Send the principal a practical proposal	Communicate directly to a specific reader	Correspondence

My topic, purpose, and audience

Genre and Planning Route Chart

Decision / Tool	What It Does	How It Helps
Genre	Choose the form	Use topic, purpose, and audience to decide.
Brainstorming	Collect possible ideas	Useful when many ideas are needed before choosing.
Freewriting	Discover thinking through continuous writing	Useful when the writer is unsure what to say or which details matter.
Mapping	Connect related details visually	Place the important moment in the center; connect before and after.
TRAILS	Develop the narrative	Use Topic or clear experience; Relationships; Actions, thoughts, and purposeful dialogue; Important moment; Lesson or lasting effect; Setting.

Planning tools are thinking tools. Justify them as carefully as genre.

I choose this route because

The Five Thinking Levels

Use this progression to name the thinking required by a writing job and the evidence in a response.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	● circle	Why did it happen?	The student can explain the cause.	Cause and Effect
Emergent (Orange)	■ square	Why was it done?	The student can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽ inverted triangle	Why is it important in the passage?	The student can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△ triangle	Why is it important to me?	The student can explain a personal lesson, value, or application.	Personal Meaning and Application
Reflective (Blue)	◆ diamond	Why is it important to everyone?	The student can explain the universal lesson or significance.	Universal Meaning and Life Lessons

The thinking required by my writing job



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

Careful decisions consider information, different needs, and respectful participation.

Background I Need

Beth enjoys recess and invites Lily to jump rope. After Max and Ava propose longer recess, Mrs. Green guides the class to gather information before voting. Lily suggests an extra movement break; Beth begins to recognize more than one reasonable solution.

Words I dotted while reading

The Recess Question

The Recess Question. High Stamina. Read every numbered line. Use DOT and TAP the TRACKS.

[1] The bell rang. [2] "Recess!" Beth shouted. [3] Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground. [4] The sun felt warm on Beth's face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another. [5] "Push me higher!" [6] "Catch me!" [7] "Race you to the slide!" [8] Beth smiled. Recess was one of her favorite parts of the school day. [9] She ran toward the jump ropes where her friend Ava was waiting. [10] "Want to jump?" Ava asked. [11] "Of course!" Beth said. [12] Ava and Beth began turning the rope together. [13] "Ready?" Ava called. [14] Their friend Max jumped into the middle. [15] "One, two, three, four!" [16] Max jumped higher each time the rope came around. [17] Then Beth noticed someone sitting alone near the fence. [18] It was Lily. She had joined their class only a few days earlier. [19] Beth stopped turning the rope. [20] "What's wrong?" Ava asked. [21] "I think Lily might need someone to play with," Beth said. [22] Beth walked over to her. [23] "Do you want to jump rope with us?" Beth asked. [24] Lily looked surprised. [25] "Really?" [26] "Really," Beth said.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

The Recess Question. High Stamina. Read every numbered line. Use DOT and TAP the TRACKS.

[27] Soon Lily was jumping while Beth and Ava turned the rope. [28] Lily missed the rope on her first try. [29] Then she missed again. [30] On the third try, she made it over. [31] Everyone cheered. [32] "I did it!" Lily yelled. [33] Beth laughed. [34] For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices. [35] Then the whistle blew. [36] Recess was over. [37] "Awww!" several children groaned. [38] As the class lined up, Max said, "Recess always feels too short." [39] "I think we should have a longer recess," Ava said. [40] Beth nodded. "Me too." [41] Their teacher, Mrs. Green, heard them. [42] "Why do you think recess should be longer?" she asked. [43] "Because we get to move," Max said. "We sit a lot in class." [44] "And we get to play with our friends," Ava added. [45] Beth looked at Lily. [46] "Sometimes recess gives us time to get to know someone new," she said. [47] Mrs. Green smiled. [48] "Those are thoughtful reasons," she said. "Recess can give children time to move, play games, talk with friends, and take a break from classroom work."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

The Recess Question. High Stamina. Read every numbered line. Use DOT and TAP the TRACKS.

[49] Max grinned. [50] "So can we have recess all afternoon?" [51] Mrs. Green laughed. [52] "Not quite." [53] "Why not?" Max asked. [54] "Because a school community has many needs," Mrs. Green explained. "We need time to read, write, learn mathematics, study science and social studies, and do many other important things." [55] "So longer recess might mean less time for something else?" Beth asked. [56] "That could happen," Mrs. Green said. [57] Beth thought about that as they walked back to the classroom. [58] She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them. [59] But now there was more to think about. [60] When everyone was seated, Mrs. Green wrote a question on the board: [61] Should our recess be longer? [62] "People in a community do not always agree," she explained. "Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully." [63] Mrs. Green drew three columns on the board. [64] Longer Recess [65] Keep Recess the Same [66] Another Solution [67] "We are not going to vote yet," she said. [68] Max raised his hand. "Why not?" [69] "Because a good decision should not be based only on what we want," Mrs. Green replied. "First, we need information. We should consider the advantages and disadvantages of each choice." [70] The class began making a list. [71] Under Longer Recess, they wrote: [72] • more time for physical activity [73] • more time with friends [74] • more opportunities to include someone new [75] • a longer break from sitting and working [76] • Under Keep Recess the Same, they wrote: [77] • enough time for all school subjects [78] • more classroom learning time [79] • time for other activities during the school day

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

The Recess Question. High Stamina. Read every numbered line. Use DOT and TAP the TRACKS.

[80] Then Lily raised her hand. [81] "What if we could have another short movement break instead of making recess a lot longer?" [82] Mrs. Green smiled. "That is exactly why we have a third column." [83] Beth liked Lily's idea. [84] Mrs. Green added it to Another Solution. [85] "People have been making group decisions for a very long time," Mrs. Green continued. "Thousands of years ago, some citizens in Athens, a city in ancient Greece, gathered to discuss important questions and vote. Their ideas about citizens participating in decisions helped influence democratic governments that came much later." [86] "So voting is really old?" Max asked. [87] "The idea certainly is," Mrs. Green said. "Today, voting is still one way groups make decisions." [88] Ava looked at the board. [89] "Can we vote now?" [90] "Almost," Mrs. Green said. "First, everyone gets a chance to explain a point of view. You may disagree with someone, but you must listen respectfully." [91] Beth listened as her classmates spoke. [92] Max still wanted longer recess. [93] Ava agreed with him. [94] One student thought recess should stay exactly the same. [95] Lily explained her idea for an extra movement break. [96] No one shouted. No one laughed at another person's answer. They asked questions and listened.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Recess Question

Beth smiles; Lily looks surprised; classmates cheer. Beth stops turning the rope and invites Lily to join.

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	

Select relevant marked details for the planning route rather than copying every highlight into the draft.

My best TRACKS phrase and how it supports Beth's changing thinking

Annotate: The Recess Question (continued)

The school community has many needs; longer recess could reduce time for other learning.

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 details show Beth moving from wanting longer recess to considering more than one reasonable solution?

My thinking

My Prompt Marking Notes

Identify topic, purpose, and audience before choosing the response genre.

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

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

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

Topic, purpose, and audience in my own words

STUDENT WORKBOOK

DAY 1 | GATHER + REVEAL | 15 MINUTES



One source can support several writing jobs

Day 1: Gather + Reveal

Standard	Focus
TEKS	3.11A(i) genre and planning strategy; 3.12A(i) narrative characteristics
ELPS	4(F)(i) purposeful writing with detail; 4(C)(ii) content-area vocabulary

Gather

You will keep the recess topic the same while you try different writing jobs. Listen for a moment to develop, information to explain, a viewpoint to support, and someone who could receive a message.

Read The Recess Question and notice moments, information, viewpoints, and possible recipients of messages. DOT unfamiliar words and TAP the TRACKS.

- ☐ Beth's invitation to Lily
- ☐ Beth's certainty about recess
- ☐ Mrs. Green's three-column chart
- ☐ Lily's proposed movement break

My passage details and possible writing jobs

Reveal

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

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

Decision	Assigned Job
Topic	Beth's changing thinking
Purpose	Develop an experience
Audience	Other third-grade readers
Genre	Narrative
Plan	Mapping connects before, important moment, and after

Modeled Planning

Before	Important moment and after
Beth is certain recess should be longer; she values movement, friends, and including Lily.	Beth considers the competing needs and Lily's movement-break idea, opening a route beyond longer or unchanged recess.

Connect the Plan to TRAILS

- ☐ Topic or clear experience
- ☐ Relationships
- ☐ Actions, thoughts, and purposeful dialogue
- ☐ Important moment
- ☐ Lesson or lasting effect
- ☐ Setting

How the plan helps develop the experience

STUDENT WORKBOOK



Genre Route Relay

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the two role cards face up and the six writing-job cards in a stack. Rotate roles after each writing-job card. Store all cards in Pocket Practice.

Reader	Purpose Finder
Genre Defender	Planner
Develop Beth's experience from the recess whistle through recognizing more than one reasonable solution. Audience: another third-grade class.	Explain how Mrs. Green's class gathers information and listens to perspectives before voting. Audience: students learning about group decisions.

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

Each answer sits behind its own card. Flip a card over after you name the purpose, audience, genre, and planning strategy and give a reason for each choice.

Purpose Finder

Name the job and audience.

Reader

Read the card aloud to the group.

Planner

Choose a thinking tool and justify it.

Genre Defender

Justify the form and explain its fit.

Informative; mapping.

Narrative; mapping or brainstorming.

STUDENT WORKBOOK



Genre Route Relay

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the two role cards face up and the six writing-job cards in a stack. Rotate roles after each writing-job card. Store all cards in Pocket Practice.

Support the position that an extra movement break is a practical compromise. Audience: classmates.	Write a respectful message thanking Mrs. Green for allowing every student to share a viewpoint. Audience: Mrs. Green.
Develop Lily's experience from sitting alone to contributing an idea. Audience: a school anthology reader.	Explain why respectful listening matters in a community decision. Audience: a younger grade.

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

Each answer sits behind its own card. Flip a card over after you name the purpose, audience, genre, and planning strategy and give a reason for each choice.

Correspondence; brainstorm.

Opinion/Argument; brainstorm or map.

Informative; brainstorm or map.

Narrative; freewrite or map.

STUDENT WORKBOOK

DAY 2 | ATTEMPT | 15 MINUTES



Genre Route Relay

Day 2: Attempt

Standard	Focus
TEKS	3.11A(i) justify genre and planning strategy for a particular writing job
ELPS	2(E) explain orally with specificity and detail; 4(D)(iii) connecting words

Assigned Roles

Role	Action
Reader	Read a card.
Purpose Finder	Name the job and audience.
Genre Defender	Justify the form.
Planner	Explain the route.

Relay Routine

- ☐ Read the card; identify topic, purpose, and audience.
- ☐ Name the form and explain its fit.
- ☐ Choose a thinking tool and justify it.
- ☐ Record both choices and explanations; award the point.
- ☐ Rotate roles for the next card.

Round	1	2	3	4	5	6
My partner						
My point						

The purpose, audience, genre, and planning strategy I can justify

Genre Route Relay Recording Sheet

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

Card	Purpose and audience	Genre and reason	Planning strategy and reason
1			
2			
3			
4			
5			
6			

Challenge

Keep recess as the topic and change the audience. Explain whether the genre changes and why.

My changed choice after stronger reasoning

STUDENT WORKBOOK

DAY 3 | DISCUSS + USE | 15 MINUTES



Resolve hard choices, then plan and draft

Day 3: Discuss + Use

Standard	Focus
TEKS	3.11A(i) planning; 3.12A(i) narrative characteristics; 3.11C(i) adding ideas; 3.11D(i), 3.11D(vi), 3.11D(viii), 3.11D(xxxii) editing breakouts
ELPS	4(F)(i) purposeful writing with detail; 4(C)(ii) content vocabulary; 4(D)(i) sentence lengths

Discuss the Hard Choices

Say the purpose out loud first. What do you need your response to do for its reader?

Question	My thinking
Which purpose or audience detail resolved a disagreement?	
Why can the same recess topic support different responses?	
When did another person's idea change the options a group considered?	

My reason for a genre and planning choice

Independent PREPARE Planning Record

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

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

Decision	My record and reason
Topic	
Purpose	
Audience	
Genre and justification	
Planning strategy and reason	

Visible Plan

Before	Important Moment	After

Where the plan should shape my draft



My Independent Narrative

Draft with all six TRAILS features. Develop the important moment, add one useful idea to a sentence, and edit the surrounding paragraph.

My narrative

Planning and Draft Check

- ☐ My genre justification uses purpose and audience.
- ☐ My planning strategy has a reason and a visible plan.
- ☐ My important moment is developed.
- ☐ My narrative has all six TRAILS features.
- ☐ My sentences are complete and agree.
- ☐ I checked singular and common nouns and high-frequency spelling.

STUDENT WORKBOOK

DAY 4 | AWARD + TARGET | 15 MINUTES

Recognize evidence and act on a precise next step

Day 4: Award + Target

Standard	Focus
TEKS	3.12A(ii) narrative craft; 3.11C(i) add an idea to improve sentence structure
ELPS	4(E)(ii) grammatical structures; 4(D)(i) sentence lengths

Award the Preparation

Choose two awards and point to evidence in your planning page or draft.

- ☐ Genre Matcher
- ☐ Planning Pro
- ☐ TRAILS Builder
- ☐ Moment Maker
- ☐ Sentence Grower

My award	The exact evidence

Why each detail earns the award

Target the Next Route

Choose one next step in purpose, audience, genre, planning strategy, TRAILS, adding an idea, or conventions.

- ☐ Refine the plan.
- ☐ Slow the important moment.
- ☐ Add a useful idea.
- ☐ Complete the conventions check.

My target and the exact point that needs another try

Act on the Target

Before	After

How the change makes the sentence clearer or the important moment more developed

STUDENT WORKBOOK

DAY 5 | EXPLAIN + EDUCATE | 15 MINUTES



PREPARE Coach

Day 5: Explain + Educate

Standard	Focus
TEKS	3.11A(i) explain planning decisions; 3.12A(i) teach a narrative characteristic
ELPS	2(E) explain orally with specificity and detail; 4(C)(ii) content vocabulary

Teach the Five Decisions

Teach your partner the five decisions: topic, purpose, audience, genre, and plan. Show where your plan influenced your draft and explain one TRAILS feature. Then listen and ask a clarification question before you switch roles.

Decision	What I will teach
Topic	
Purpose	
Audience	
Genre	
Plan	

My plan-to-draft connection and TRAILS feature

Exit Check

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

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

Exit check item	My response
Genre decision using purpose and audience	
Planning strategy, why it fits, and one completed planning move	
The developed important moment	
One specific way the plan influenced the draft	

Return to the Citizenship Connection

Explain how respectful listening helped Beth consider a solution beyond simply lengthening recess.

My final explanation



Write More

Plan and Draft



Additional Writing Opportunity

Use the prepared-writer sequence to choose a route before drafting, then develop the experience through TRAILS.

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

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

My Plan

- Topic: Beth's changing thinking about the recess decision.
- Purpose: develop an experience.
- Audience: other third-grade readers.
- Genre: narrative; explain its fit.
- Plan: choose and justify brainstorming, freewriting, or mapping; center the important moment.

My genre and planning justifications

Where my plan should shape the draft

TRAILS Parts I Can Use

Drafting Space



Write the narrative so a reader experiences Beth's changing thinking.

Draft, page 1

A sentence where my plan influenced my draft

Revise, Edit, and Share

Revise

- ☐ I read the narrative aloud.
- ☐ I add one useful idea that makes a sentence clearer or develops the important moment.
- ☐ I show where the plan influenced the draft.

Edit

- ☐ I check complete simple sentences.
- ☐ I check subject-verb agreement.
- ☐ I check singular and common nouns.
- ☐ I check high-frequency spelling.

My revised sentence with one useful idea

Share

Teach a partner the five decisions: topic, purpose, audience, genre, and plan.

The planning decision and TRAILS feature I will teach

Before I Turn It In

Keep the visible planning record paired with the narrative. Show a justified genre and strategy, a developed important moment, all six TRAILS characteristics, and a plan-to-draft connection.

Part	I can show...	Check
Writing job and genre	I name topic, purpose, and audience and justify narrative.	
Planning strategy and visible plan	I justify a fitting tool and complete a plan that shapes the draft.	
TRAILS development	All six features develop a connected experience.	
Important moment and lasting effect	I slow Beth's change and connect it to new understanding.	
Revision and explanation	I add a useful idea and explain a specific plan-to-draft connection.	

Study the Samples

Distinguish a list, a partly developed narrative, and a developed important moment.

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.

No setting detail, thought, dialogue, or developed important moment. The vote statement goes beyond the supplied excerpt. The response summarizes instead of letting the reader experience Beth's thinking.

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.

The important moment is told quickly without showing Beth's inner change. Have the writer slow the moment with Beth's thoughts and a classroom detail.

What the Low and Medium responses still need

Study the High Sample

This narrative develops Beth's changing thinking with TRAILS.

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," 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.

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

Secure Response: Important Moment and Lasting Effect

Response Part	Text from the Secure Model	Why It Works
Important moment	Beth sat up. Maybe the answer was not simply longer or the same; maybe there was a third path.	Slows and develops Beth's shift toward considering another solution.
Lasting effect	For the first time, Beth understood that a good decision in a community means listening to reasons, not only wanting what feels best.	Connects the experience to Beth's new understanding.

One sentence in my narrative I want to make stronger



Look Back & Look Forward

Student Ownership



My Progress Tracker

I can...	Not yet	Growing	Got it
Name topic, purpose, and audience before choosing a genre.	☐	☐	☐
Choose and justify a genre that fits the writing job.	☐	☐	☐
Choose brainstorming, freewriting, or mapping and explain why.	☐	☐	☐
Complete a visible planning move before drafting.	☐	☐	☐
Use the plan to develop the important moment.	☐	☐	☐
Write a narrative with all six TRAILS characteristics.	☐	☐	☐
Show where the plan influenced the draft.	☐	☐	☐
Add a useful idea and complete the conventions check.	☐	☐	☐
Teach the five decisions and a TRAILS feature to a partner.	☐	☐	☐

Student Award

Two awards and the evidence in my plan or draft

Student Target

One precise target and the resulting change

Essential Question Answered

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

The answer

Writers use the topic to know what they are writing about, the purpose to know what the writing must accomplish, and the audience to know who needs the response. Those decisions guide the genre choice; brainstorming, freewriting, or mapping then gives the writer a route into the draft. For this task, narrative lets third-grade readers experience Beth's changing thinking; the plan identifies the important moment and supports all six TRAILS characteristics.

My Final Thinking about the writing job and planning route

Change in Thinking

My Monday explanation

My Friday explanation

Try It Another Way

Use a new writing task. Name the topic, purpose, and audience. Choose a planning tool. Then explain why it fits.

How purpose, audience, and genre make the plans different

Take It Further! Three Planning Artifacts

Same recess topic; three writing jobs: Use the same recess topic to build a narrative map, informative concept map, and opinion brainstorm. Explain why the plans differ even though the source passage stays the same.

- Name purpose and audience for a narrative experience, an informative explanation, and a supported opinion.
- Build a narrative map, informative concept map, and opinion brainstorm using the same recess topic.
- Explain why the plans differ even though the source passage stays the same.
- Share the plans and identify how each artifact fits its writing job.

My three writing jobs and planning choices

My Three Planning Artifacts

Use the space to compare a narrative map, informative concept map, and opinion brainstorm.

At-Home Connection

Choose one short task to rehearse the prepared-writer habit at home. Each needs a few minutes, no special materials, and a conversation rather than a worksheet.

Name the Writing Job

Name topic, purpose, and audience for an everyday writing idea, then choose narrative, informative, opinion, or correspondence and explain why.

Which planning tool helped the writer and why?

Family member signature: _____

Tell the Experience

Tell a small moment with setting, actions, one thought or line of dialogue, and what the moment meant. What makes an important moment feel important?

Family member signature: _____

The TRAILS Frame

Use the word bank Setting, Important Moment, Lasting Effect. Tell someone at home a complete story about finding something, and listen for each of the three words in your own telling.

Ask them: which TRAILS part made the story worth following?

Family member signature: _____

My Family Conversation

Which planning tool helped the writer and why? What makes an important moment feel important?

Notes

Track My Progress

As you plan and write this week, check how you feel about each skill you can do by yourself. Be honest so you can see your growth.

Date	Planning or writing evidence	My progress	My next step

Why This Helps Me

You are in charge of noticing your next step.

- ☐ I use my work as evidence.
- ☐ I name two awards from my plan or draft.
- ☐ I name one precise target and check the resulting change.

Reflect independently on planning and writing with The Recess Question.

My Module 3 Progress Tracker

Use your planning record and narrative as evidence of growth.

The planning word I can use accurately

The decision I can explain first

My Prepared-Writer Habit

Planning is where I decide where my thinking is going.

A decision I will carry into my next writing job

My Proud Planning Moment

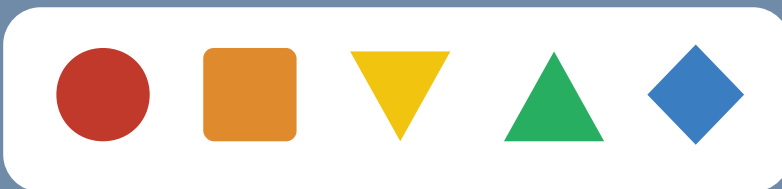
THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster PREPARE · Module 4

Choose, Justify, Draft, Revise, and Share



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster PREPARE • Module 4

© The Writing Academy®, LLC

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

Choose, Justify, Draft, Revise, and Share



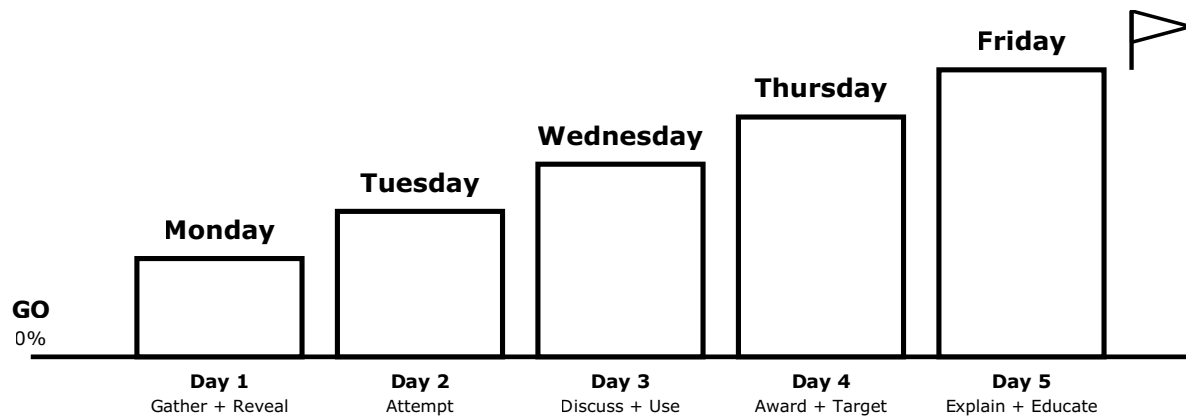
Why This Matters to Me

Independence is knowing which tool to choose and why. I name the topic, purpose, and audience, choose a genre, and explain my decision to another writer.

Essential Question

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

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 choose a genre from topic, purpose, and audience.
- I can justify it with evidence.
- I can complete the decision chain independently.
- I can explain a different-purpose genre choice.

I Will

- I will name the topic, purpose, and audience before I choose a genre.
- I will justify my genre with purpose and audience evidence.
- I will choose a planning strategy and draft independently.
- I will revise and edit independently.
- I will teach another writer how I made my decision.

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 genre before drafting.	One narrative passage about Beth and her class deciding about recess.	Genre Court records, a decision record, a narrative, and a teach-back.

Where We Are Going

I will move from naming the writing job to independently choosing a genre, drafting a narrative, and teaching my decision.

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

- ☐ I justify my genre with purpose and audience evidence.
- ☐ I choose and justify my own planning strategy.
- ☐ My plan and draft are my own work.
- ☐ My narrative develops Beth's change with all six TRAILS characteristics.
- ☐ I add a useful idea, complete the editing sweep, and teach the decision chain.

Check Myself

- ☐ I named the topic, purpose, and audience.
- ☐ I justified my genre with evidence.
- ☐ I can explain a changed-purpose genre.

How I Will Show What I Know

I will show what I know with a decision record, a narrative, a revision, an editing check, and the Day 5 teach-back.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather evidence for writing jobs.
Reveal	Day 1	I learn the decision chain.
Attempt	Day 2	I defend a genre in Genre Court.
Discuss	Day 3	I explain a strong verdict.
Use Again	Day 3	I plan and draft a narrative.
Award	Day 4	I name two strengths.
Target	Day 4	I choose a next step.
Explain/Educate	Day 5	I teach my decision.

Say It Together!

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

3.11A(i):

TEKS says: 3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

How I say it: I select a genre for the job, choose a planning strategy, develop a narrative with craft, add a useful idea during revision, and check complete sentences, subject-verb agreement, nouns, and spelling.

3.12A(i):

TEKS says: 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

How I say it: The lesson plan isolates singular nouns, common nouns, and high-frequency words for this module. Full standard wording: Texas Education Agency, §110.5(b)(11)-(12).

Call and Response

Read this together as a class before we start.

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

Class answers: "The topic, the purpose, and the audience!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to read a grade-level narrative and identify a change in a character's thinking. I can write a complete sentence with subject-verb agreement.

A connection I can make

Remember It!

- ☐ A writing job has a topic, a purpose, and an audience.
- ☐ A narrative develops an experience with the six TRAILS characteristics.
- ☐ A complete sentence has a subject and a verb that agree.

One idea I remember

Ready Check

- ☐ I can name what a passage is about.
- ☐ I can identify the topic, purpose, and audience.
- ☐ I can name the six TRAILS characteristics.

Watch Out! Common Mix-Up

Watch out! Facts inside a passage do not mean the response must be informative. The genre depends on the purpose. If the purpose is to let a reader experience Beth's change, narrative fits.

Where This Fits in My Writing

Genre selection begins with purpose and audience. Once I justify narrative, TRAILS helps me develop Beth's experience. My decision record, plan, draft, revision, editing check, and teach-back show the whole process.

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 anchor passage in Read and Interact as often as you want.

Part 1: Name the Writing Job

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

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.

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
_____	Recess ends, and Beth thinks recess should be longer.
_____	Mrs. Green writes the question, and the class lists advantages and disadvantages.
_____	Lily suggests another solution, a short movement break.
_____	Beth votes and understands that a problem can have more than one reasonable solution.

Part 4: Setting

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

My first sentence

Part 5: Important Moment

Reason: Beth changes her thinking after listening to her classmates. Write one sentence that shows the moment Beth's thinking changes. Then explain in one sentence why that moment matters.

A sentence that shows the moment Beth's thinking changes

Why that moment matters

Part 6: Short Narrative

Write six to eight sentences that develop Beth's change. Include setting, actions, a thought or dialogue, the important moment at the ballot, 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 writing decision.

Word	Say it	What it means	Sentence frame
choose	CHOOZ	To pick one thing from a group.	I _____ the genre that fits the job.
reason	REE-zun	Why you think or do something.	My _____ for choosing narrative is that readers can follow Beth's change.
decide	dih-SIDE	To make up your mind.	First I _____ the purpose and audience.
plan	PLAN	To decide the parts before drafting.	I _____ my route before I write.
draft	DRAFT	A first version of writing.	I use my plan to write my _____.
change	CHAYNJ	To make something different.	I _____ one sentence to make it clearer.
check	CHEK	To look closely to make sure.	I _____ my sentences during editing.
teach	TEECH	To help someone understand.	I _____ my partner how I decided.
tool	TOOL	Something used to do a job.	I choose the right _____ for the writing job.
proof	PROOF	Evidence that supports a choice.	My justification gives _____ for my genre.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you justify a choice and describe your revision and editing. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
select	si-LEKT	To choose carefully from options.	I _____ narrative because the purpose is to develop an experience.
justify	JUS-tuh-fy	To give reasons that support a choice.	I can _____ my genre with evidence.
effective	ih-FEK-tiv	Working well to do a job.	Narrative is the most _____ genre for this task.
revise	ri-VYZ	To improve a draft by changing ideas or sentences.	I _____ by adding a useful idea.
sentence structure	SEN-tuns STRUK-chur	The way words are put together in a sentence.	I improved my _____ by adding an idea.
subject-verb agreement	SUB-jikt VURB uh-GREE-munt	Matching the subject and verb in a sentence.	I checked my _____ during editing.
singular noun	SING-gyuh-lur NOWN	A noun that names one person, place, or thing.	I used the correct _____ here.
common noun	KOM-un NOWN	A general, not specific, naming word.	I checked each _____ in my draft.
high-frequency word	HY FREE-kwun-see WURD	A word used very often in reading and writing.	I spelled each _____ correctly.
reflection	ri-FLEK-shun	Careful thinking about what you learned.	My _____ names what I can do independently.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words connect to the passage and to making decisions as a group. Use them to explain how Beth's thinking changes.

Word	Say it	What it means	Sentence frame
perspective	per-SPEK-tiv	A person's way of seeing an issue.	Each classmate shared a _____.
ballot	BAL-ut	A paper used to cast a vote.	Each student placed a _____ in the box.
community	kuh-MYOO-nuh-tee	A group of people who live, learn, or work together.	A _____ makes decisions together.
compromise	KOM-pruh-myz	A solution where each side gives a little.	Lily's movement break was a _____.
democratic	dem-uh-KRAT-ik	Making decisions as a group, often by voting.	Voting is a _____ way to decide.
respectful	ri-SPEKT-ful	Treating others with care.	The class listened in a _____ way.
solution	suh-LOO-shun	An answer to a problem.	There can be more than one _____.
decision	dih-SIZH-un	A choice a group or person makes.	The class made a group _____.
information	in-fer-MAY-shun	Facts used to make a good choice.	We gathered _____ before we voted.
citizen	SIT-uh-zun	A member of a community who takes part in decisions.	A good _____ listens to others.

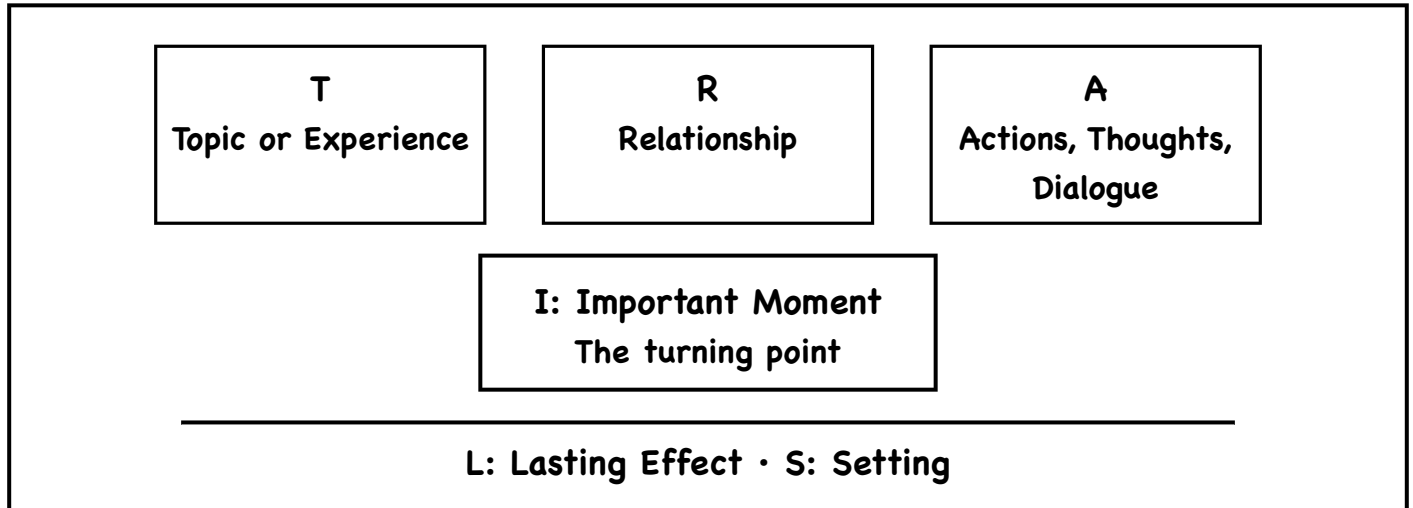
Use one Tier 3 word in a sentence

My Strategy Tools

TRAILS Narrative Thinking



TRAILS is my roadmap for narrative writing. Each letter reminds me to develop one part of 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 Beth's change, narrative is the best genre.

How I decide which genre fits

One Anchor, Four Possible Jobs

Genre	Purpose	Application
Narrative / Informative	Develop an experience / Explain a process	Narrative lets readers experience Beth's change; informative writing teaches the steps before voting.
Opinion / Correspondence	Support a viewpoint / Address a specific reader	Opinion supports a recess solution; correspondence proposes a change to the principal.

The purpose decides the genre. Facts can appear inside a narrative.

How I Say the Standard!

3.11A(i):

TEKS says: 3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

How I say it: I select a genre for the job, choose a planning strategy, develop a narrative with craft, add a useful idea during revision, and check complete sentences, subject-verb agreement, nouns, and spelling.

3.12A(i):

TEKS says: 3.12A compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

How I say it: The lesson plan isolates singular nouns, common nouns, and high-frequency words for this module. Full standard wording: Texas Education Agency, §110.5(b)(11)-(12).

Check My Writing

- ☐ My sentence has a subject and a verb that agree.
- ☐ I use a capital letter for Beth, Lily, and Mrs. Green.
- ☐ I use a period or another ending mark.

A genre decision I can explain

The Five Thinking Levels

Use the five thinking levels to name the demand of a task and the evidence in a student response. Preserve the symbol and color labels as instructional references.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

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

A thinking level I understand

The Progression of Thinking

Module progression: Recall names the decision chain and TRAILS; Skill selects genre and planning tool; Strategic defends a genre against a plausible alternate; Extended completes the evidence set and teaches the decision.

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What does the job require?	Student names topic, purpose, and audience.	Recall / Identify
Emergent (Orange)	Which tool fits?	Student selects a genre and planning strategy.	Skill / Categorize
Visible (Yellow)	What evidence supports the choice?	Student uses purpose and audience evidence.	Strategic / Connect
Independent (Green)	Can the whole process be completed independently?	Student plans, drafts, revises, and edits.	Extended / Analyze and Revise
Reflective (Blue)	How would a new purpose change the response?	Student teaches the decision and explains transfer.	Reflective / Explain

The thinking this writing job requires



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

Beth's class shows how a community listens to different perspectives before deciding. Long ago, some citizens in Athens, a city in ancient Greece, discussed important questions and voted.

Background I Need

Beth joins a class discussion about recess. Mrs. Green records three solutions, Lily proposes an extra movement break, and the class votes by ballot. The vote result is not announced.

Words I dotted while reading

The Recess Question

Narrative passage. Very High Stamina. Read both parts. Use Dot, Discover, Drop.

[1] The bell rang. [2] "Recess!" Beth shouted. [3] Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground. [4] The sun felt warm on Beth's face. A light wind moved through the trees beside the fence. On the blacktop, basketballs went bounce, bounce, bounce. Near the swings, children called to one another. [5] "Push me higher!" [6] "Catch me!" [7] "Race you to the slide!" [8] Beth smiled. Recess was one of her favorite parts of the school day. [9] She ran toward the jump ropes where her friend Ava was waiting. [10] "Want to jump?" Ava asked. [11] "Of course!" Beth said. [12] Ava and Beth began turning the rope together. [13] "Ready?" Ava called. [14] Their friend Max jumped into the middle. [15] "One, two, three, four!" [16] Max jumped higher each time the rope came around. [17] Then Beth noticed someone sitting alone near the fence. [18] It was Lily. She had joined their class only a few days earlier. [19] Beth stopped turning the rope. [20] "What's wrong?" Ava asked. [21] "I think Lily might need someone to play with," Beth said. [22] Beth walked over to her. [23] "Do you want to jump rope with us?" Beth asked. [24] Lily looked surprised. [25] "Really?" [26] "Really," Beth said.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

Narrative passage. Very High Stamina. Read both parts. Use Dot, Discover, Drop.

[27] Soon Lily was jumping while Beth and Ava turned the rope. [28] Lily missed the rope on her first try. [29] Then she missed again. [30] On the third try, she made it over. [31] Everyone cheered. [32] "I did it!" Lily yelled. [33] Beth laughed. [34] For a few minutes, the playground seemed full of nothing but running feet, swinging ropes, bouncing balls, and happy voices. [35] Then the whistle blew. [36] Recess was over. [37] "Awww!" several children groaned. [38] As the class lined up, Max said, "Recess always feels too short." [39] "I think we should have a longer recess," Ava said. [40] Beth nodded. "Me too." [41] Their teacher, Mrs. Green, heard them. [42] "Why do you think recess should be longer?" she asked. [43] "Because we get to move," Max said. "We sit a lot in class." [44] "And we get to play with our friends," Ava added. [45] Beth looked at Lily. [46] "Sometimes recess gives us time to get to know someone new," she said.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

Narrative passage. Very High Stamina. Read both parts. Use Dot, Discover, Drop.

[47] Mrs. Green smiled. [48] "Those are thoughtful reasons," she said. "Recess can give children time to move, play games, talk with friends, and take a break from classroom work." [49] Max grinned. [50] "So can we have recess all afternoon?" [51] Mrs. Green laughed. [52] "Not quite." [53] "Why not?" Max asked. [54] "Because a school community has many needs," Mrs. Green explained. "We need time to read, write, learn mathematics, study science and social studies, and do many other important things." [55] "So longer recess might mean less time for something else?" Beth asked. [56] "That could happen," Mrs. Green said. [57] Beth thought about that as they walked back to the classroom. [58] She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them. [59] But now there was more to think about.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

Narrative passage. Very High Stamina. Read both parts. Use Dot, Discover, Drop.

[60] When everyone was seated, Mrs. Green wrote a question on the board: [61] Should our recess be longer? [62] "People in a community do not always agree," she explained. "Sometimes one person wants one thing while someone else wants something different. Good citizens listen to one another, consider the reasons, and make decisions respectfully." [63] Mrs. Green drew three columns on the board. [64] Longer Recess [65] Keep Recess the Same [66] Another Solution [67] "We are not going to vote yet," she said. [68] Max raised his hand. "Why not?" [69] "Because a good decision should not be based only on what we want," Mrs. Green replied. "First, we need information. We should consider the advantages and disadvantages of each choice." [70] The class began making a list. [71] Under Longer Recess, they wrote: [72] more time for physical activity [73] more time with friends [74] more opportunities to include someone new [75] a longer break from sitting and working [76] Under Keep Recess the Same, they wrote: [77] enough time for all school subjects [78] more classroom learning time [79] time for other activities during the school day [80] Then Lily raised her hand. [81] "What if we could have another short movement break instead of making recess a lot longer?" [82] Mrs. Green smiled. "That is exactly why we have a third column." [83] Beth liked Lily's idea. [84] Mrs. Green added it to Another Solution.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

Narrative passage. Very High Stamina. Read both parts. Use Dot, Discover, Drop.

[85] "People have been making group decisions for a very long time," Mrs. Green continued. "Thousands of years ago, some citizens in Athens, a city in ancient Greece, gathered to discuss important questions and vote. Their ideas about citizens participating in decisions helped influence democratic governments that came much later." [86] "So voting is really old?" Max asked. [87] "The idea certainly is," Mrs. Green said. "Today, voting is still one way groups make decisions." [88] Ava looked at the board. [89] "Can we vote now?" [90] "Almost," Mrs. Green said. "First, everyone gets a chance to explain a point of view. You may disagree with someone, but you must listen respectfully." [91] Beth listened as her classmates spoke. [92] Max still wanted longer recess. [93] Ava agreed with him. [94] One student thought recess should stay exactly the same. [95] Lily explained her idea for an extra movement break. [96] No one shouted. No one laughed at another person's answer. They asked questions and listened. [97] Finally, Mrs. Green handed each student a small paper ballot. [98] "Now you have heard several perspectives," she said. "Choose the solution you believe would work best for our class."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Recess Question (continued)

Narrative passage. Very High Stamina. Read both parts. Use Dot, Discover, Drop.

[99] Beth looked at the three choices. [100] At first, she had been certain that longer recess was the only good answer. [101] Now she was not so sure. [102] She thought about running and jumping. [103] She thought about Lily's smile. [104] She thought about all the things they needed to learn during the school day. [105] Then Beth made her choice. [106] One by one, the students placed their ballots in a box. [107] Mrs. Green did not announce the result immediately. [108] "Whatever the class decides," she said, "the most important thing is what we just practiced." [109] "What was that?" Max asked. [110] "We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision." [111] Beth looked out the window at the empty playground. [112] The swings moved gently in the wind. [113] Recess had started as something simple. [114] Now it had become a question about choices, communities, and how people make decisions together. [115] Beth smiled. [116] She had a lot to think about.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Recess Question

Setting details, actions, and dialogue that show Beth and her classmates at recess.

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 Recess Question (continued)

Setting details, actions, and dialogue that show Beth and her classmates at recess.

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 shows Beth's thinking changing from certainty to a new understanding?

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.

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.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I read the anchor and reveal the decision chain

Our Question for Today

How does a prepared writer choose the right genre for a writing job?

1. Gather: Read and Notice

Read the complete anchor, "The Recess Question." Use DOT for unfamiliar words and TRACKS to mark evidence. Notice what Beth and her classmates do and say.

What I notice about Beth and her class

2. Reveal: Name the Writing Job

A prepared writer names the topic, purpose, and audience before choosing a genre. Circle the topic. Box the purpose. Underline the audience.

- ☐ Topic: what the writing is about.
- ☐ Purpose: what the writing must do.
- ☐ Audience: who will read the writing.

3. Reveal: The Complete Decision Chain

READ THE TASK, NAME TOPIC, NAME PURPOSE, NAME AUDIENCE, SELECT GENRE, CHOOSE PLAN, DRAFT, REVISE, EDIT, EXPLAIN.

STOP & THINK

Why does the purpose decide the genre?

My answer

Day 1: Reveal, continued

4. Model the Genre Decision

The model writing job: develop Beth's change; let third-grade readers experience it; third-grade readers.

Part	The model shows
Red circle, topic	Beth's change
Yellow box, purpose	let readers experience her change
Green underline, audience	third-grade readers
Genre choice	Narrative, because the reader should experience Beth's change

5. One Anchor, Four Possible Jobs

The same anchor can support different writing jobs. The purpose and audience decide the genre.

Writing job	Genre	What it does
Develop Beth's experience	Narrative	Lets readers experience her change.
Explain the class process	Informative	Teaches how the class gathers information and votes.
Support a recess solution	Opinion	Supports a viewpoint with reasons.
Propose a change to a leader	Correspondence	Communicates directly with a reader.

One genre choice I can explain

Day 1: Reveal, continued

6. Model a Near-Miss

The near-miss task: Explain the steps the class uses before voting. A narrative can mention voting, but informative writing more directly explains the steps.

7. Match TRAILS to the Anchor

TRAILS letter	What I found in the anchor
T: Topic or Experience	Beth's changing understanding of the recess decision
R: Relationship	Beth, Lily, Ava, Max, and Mrs. Green influence the experience
A: Actions, Thoughts, Dialogue	What Beth does, thinks, and says
I: Important Moment	The ballot, when Beth considers several solutions
L: Lasting Effect	Beth understands that a community problem can have more than one answer
S: Setting	Playground and classroom details

STOP & THINK

Why is a narrative more than an ordered list of events?

My answer

STUDENT WORKBOOK



GENRE COURT

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Set out four role cards and five case cards. Rotate roles after each case. Store all cards in your Pocket Practice.

TASK READER	GENRE ADVOCATE
ALTERNATE ADVOCATE	EVIDENCE JUDGE
Case 1: Develop Lily's experience from new student at recess to contributing a solution; audience: school story collection readers.	Case 2: Explain the class's respectful decision process for a younger class.

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.

GENRE ADVOCATE Defend the strongest genre with evidence.	TASK READER Read the whole task and identify topic, purpose, and audience.
EVIDENCE JUDGE State a verdict matching the exact purpose and audience.	ALTERNATE ADVOCATE Test another plausible genre and explain why it is less direct for this job.
Informative: teach a process.	Narrative: develop an experience.

STUDENT WORKBOOK



GENRE COURT

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Set out four role cards and five case cards. Rotate roles after each case. Store all cards in your Pocket Practice.

Case 3: Support a solution balancing movement and learning time for classmates and teacher.

Case 4: Propose a respectful change to the principal.

Case 5: Develop Beth's internal change for third-grade readers.

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.

Correspondence: communicate directly.

Opinion/Argument: support a viewpoint.

Narrative: experience changing thinking.

Day 2: Attempt, continued

Our Question for Today: How do I defend a genre with purpose and audience evidence?

1. Play It: Genre Court

- Sit with your group. Choose a role: Task Reader, Genre Advocate, Alternate Advocate, or Evidence Judge.
- Read the whole writing task. Name the topic, purpose, and audience.
- The Genre Advocate defends the strongest genre with evidence, not preference.
- The Alternate Advocate tests another plausible genre and explains why it is less direct.
- The Evidence Judge states a verdict that matches the exact purpose and audience, then names a planning tool.

Case	Writing job	Genre to defend
Case 1	Lily's experience, for a school story collection.	Narrative
Case 2	The class process, for a younger class.	Informative
Case 3	A solution that balances movement and learning.	Opinion
Case 4	A respectful change, for the principal.	Correspondence
Case 5	Beth's inner change, for third-grade readers.	Narrative

2. Talk About It

Say why one genre matched one writing job. Use purpose and audience evidence, not preference.

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 the steps the class uses before voting.

The genre is _____ because the purpose is _____

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain my thinking



Our Question for Today

Why does the genre need evidence from the purpose and audience?

1. Discuss

Explain your reasoning, not just your answer.

Question	My thinking
What evidence in the purpose and audience helped you defend your genre in Genre Court?	
Which part of a task carries the most weight when you choose a genre?	
How is a narrative different from an ordered list of events?	
What does the important moment do in a narrative?	
Why do readers need a setting and actions before the important moment?	

My discussion notes

2. My Personal Connection

Connect a time you changed your mind after listening to another perspective to Beth's experience. Tell which detail made you think of it.

My connection and the detail that made me think of it

Retell how Beth moves from certainty about longer recess to considering several solutions.

My retelling

Tell one way a narrative and an informative response are different.

My comparison



? STOP & THINK

The purpose decides the genre. In the model prompt, what must the writing let the reader experience?

My answer

3. Use: Plan Your Narrative

Record your decision. Then plan with TRAILS before you draft.

My decision	My answer
Topic	
Purpose	
Audience	
Genre and my justification with purpose and audience evidence	
Planning strategy: brainstorming, freewriting, or mapping	
Why this planning strategy helps	

The genre fits because...



My Independent Narrative

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. Use all six TRAILS characteristics. Slow the important moment at the ballot.

My narrative

Embedded Check

Did I develop the experience with TRAILS?

- ☐ I named the topic, purpose, and audience.
- ☐ I selected narrative and justified it with evidence.
- ☐ I included a setting and a relationship.
- ☐ I slowed the important moment at the ballot.
- ☐ I ended with a lasting effect.

One sentence I want to make stronger

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What did I write this week that shows I can prepare, draft, revise, edit, and explain my decision?

1. Award the Complete Process

Read your evidence set: decision record, plan, draft, revision, and editing check. Choose two strengths and point to the work that proves each one.

My Two Awards (write them here)

The evidence I point to

Something I did well, and the evidence that shows it

2. Target My Next Step

Choose one precise part to practice: reading purpose, identifying audience, selecting genre, planning, craft, revision, or editing.

- ☐ Next time I will justify my genre with stronger purpose evidence.
- ☐ Next time I will slow the important moment with a thought or dialogue.
- ☐ Next time I will check complete sentences and subject-verb agreement.
- ☐ Next time I will choose my planning strategy earlier.

My target: Next time I will...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How would I teach another writer how I chose my genre and developed a narrative?

1. Explain to Others

Teach a partner your complete decision chain. Use your own evidence set.

- My topic is _____.
- My purpose is _____.
- My audience is _____.
- The genre that fits is _____ because _____.
- One TRAILS detail I used is _____.
- My planning strategy was _____ because _____.
- One convention I checked was _____.

My partner taught me...

2. Educate: The Genre Expert Fair

Show your partner each part of your evidence set. Then read a narrative section and name its TRAILS feature.

- ☐ I showed my topic, purpose, and audience.
- ☐ I defended my genre with evidence.
- ☐ I showed and justified my planning artifact.
- ☐ I read a narrative section and named a TRAILS feature.
- ☐ I explained my revision addition and named a convention I checked.

One decision my listener asked me to explain further

3. Transfer: Day 5 Exit Ticket

Complete each part on your own.

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

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.

My selected genre and my justification with purpose and audience evidence

My planning strategy, and the genre for a younger class, with reasons

Check My Exit Ticket

- ☐ I chose narrative for the narrative task.
- ☐ I justified my genre with purpose and audience evidence.
- ☐ I named a planning strategy and explained why it helps.
- ☐ I explained how a new purpose changes the genre.
- ☐ I used my own decision record as evidence.

STOP & THINK

I can name the writing job, choose and justify a genre, develop a narrative with TRAILS, and explain a changed-purpose genre choice.

My final Day 5 thought

Use this page for notes, plans, or a sketch

[illegible]



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.

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.

My Plan

- Name the topic, purpose, and audience.
- Select a genre and justify it with purpose and audience evidence.
- Choose brainstorming, freewriting, or mapping and explain why it helps.
- Plan the experience and the relationships.
- Plan actions, thoughts, and purposeful dialogue from the anchor.
- Slow the important moment at the ballot.
- Connect a lasting understanding to the ending and add setting details.

Two possible reasons from the passage

The stronger reason is...

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.
- ☐ Beth, Lily, Ava, Max, and Mrs. Green begin with capital letters.
- ☐ Recess and ballot are common nouns unless they begin a sentence or name something specific.
- ☐ 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

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

Part	I can show...	Check
Genre decision	I named the topic, purpose, audience, and genre.	

Study the Samples

Develop a narrative that lets third-grade readers experience Beth's change.

Low

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

What is missing: setting, thought or dialogue, and a developed moment.

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 missing: the important moment is brief.

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.

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

[illegible]



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 a genre that fits the job.	☐	☐	☐
Justify my genre with purpose and audience evidence.	☐	☐	☐
Choose and justify a planning strategy.	☐	☐	☐
Plan and draft with all six TRAILS characteristics.	☐	☐	☐
Include a thought or dialogue and slow the important moment.	☐	☐	☐
Add a useful idea during revision.	☐	☐	☐
Edit complete sentences, subject-verb agreement, nouns, and spelling.	☐	☐	☐
Explain how a changed purpose changes the genre.	☐	☐	☐

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

The answer

A prepared writer reads the writing job closely, names the topic, purpose, and audience, selects the genre that can accomplish that job most effectively, chooses a planning strategy, drafts with the characteristics and craft of the genre, revises and edits the response, and can explain the reasoning to another writer.

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. Name the topic, purpose, and audience. Choose a genre and justify it with evidence. Then explain how a different purpose would change the genre.

My new prompt

Take It Further! Alternate-Purpose Challenge

Keep the same topic and change the purpose. Write a short narrative about a decision Beth makes at school. Use TRAILS to develop the experience and show how Beth's thinking changes.

- Keep the same anchor and the same topic.
- Change the purpose to explaining the class's decision-making process.
- Change the audience to a younger class.
- Choose the genre that fits the new job.
- Plan the alternate response with a visible planning artifact.
- Write only the opening.
- Compare your opening with your narrative and tell what changed because the job changed.

My alternate plan: same topic, new purpose, new audience, genre, and opening

My Alternate-Purpose Plan

Write your alternate plan in the box below. Label the topic, the new purpose, the new audience, and the genre.

At-Home Connection

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

Name the Writing Job

Pick a daily-life topic, purpose, and audience. Justify whether narrative, informative, opinion, or correspondence fits best.

Ask someone at home: which genre fits best, and what in the purpose or audience tells you so?

Family member signature: _____

Tell the Experience

Tell a small-moment story with a setting, actions, one thought or spoken line, and a lasting meaning.

Ask someone at home: what did my story leave with you, and why?

Family member signature: _____

The TRAILS Frame

Use these words: Setting, Important Moment, and Lasting Effect. Tell someone at home about finding something and name those elements.

Ask someone at home: the setting is _____. The important moment is _____. The lasting effect is _____.

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 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 a prepared writer. I name the writing job, choose and justify a genre, and explain my decision.

A note to my future writer self

My Proud Moment This Week
