



THE WRITING ACADEMY®, LLC



Module 2

People Carry More Than Things

Grade 4 • Cluster 7

Tackling TEKS • Reading & Writing



4.12(A)(i) • 4.12(A)(ii) • 4.11(A)(i) • 4.11(B)(iv) • 4.11(C)(i) • 4.11(C)(ii) • 4.11(D)(i) • 4.11(D)(vii) •
4.11(D)(viii) • 4.11(D)(xxxv)



★ Meet Our Week!

★ Daily Deck

Week 2 · Medium Stamina · Cluster 7 (Narrative & Poetry)

I Will...

- I will match people and places to what moved and what was carried forward.
- I will write a clear narrator, one relationship, two actions, one thought, and at least two lines of dialogue.
- I will transform the narrative into two four-line rhyming stanzas in the same character's voice.
- I will explain how the narrator changes what the reader sees and understands.

I Can...

- I can explain how people help ideas, knowledge, and traditions travel.
- I can develop a relationship through actions, thoughts, and dialogue in a perspective narrative.
- I can create emotion and a specific voice in a poem.
- I can use evidence from the poems without adding unsupported historical claims.

★ Pass-the-Paraphrase

Day 1 · Gather & Reveal

★ Daily Deck

Poems: “The Roads Between Us” and “What We Carry Forward”

poetry

How do people help ideas, knowledge, and traditions travel?

Student 1 hears a four-line stanza and paraphrases it to Student 2 without rereading. Student 2 paraphrases to Student 3.

That activity demonstrates our content. Information just traveled from person to person.

★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

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

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

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

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

★ People Who Carry Ideas

Day 1 · Reveal

★ Daily Deck

R

RELATIONSHIP

If two people meet along a route, their relationship gives the narrative somewhere to grow.

A

ACTIONS, THOUGHTS & DIALOGUE

Focus: show what the narrator does, thinks, and says.

E·V

EMOTION & VOICE

Emotion tells us what the experience feels like. Voice tells us how the speaker sounds: hopeful, thoughtful, questioning, proud, curious, cautious, or determined.

People make connections possible.

A road cannot tell a story by itself. A river cannot teach someone a skill. A trading route does not share an idea. People do.

★ Reveal: The Roads Between Us

Day 1 · Reveal (cont.)

★ Daily Deck

Read Level 2

What physical goods are moving? What else is moving?

Does a market only exchange objects? What does the poem say about knowledge?

Watch Me!

What We Carry Forward: Ask who seems to be speaking and what attitude the speaker has toward the past.

“Relationships change narratives. Emotion tells us what the experience feels like. Voice tells us how the speaker sounds.”

Complete: One person in the poems helps _____ travel by _____. The speaker’s voice sounds _____ because _____.



ROUTE AND LEGACY MATCH-UP

★ Daily Deck

Day 2 · Attempt · Partner Game

Poems: “The Roads Between Us” and “What We Carry Forward”

How to Play

- 1 Groups receive three card types: PLACE/PERSON; WHAT MOVED; WHAT WAS CARRIED FORWARD.
- 2 Your group must construct historically sensible chains using only information available in our poems.
- 3 Do not guess simply because cards sound as though they belong together.
- 4 Ask: What evidence from the text allows us to connect these?
- 5 Choose one chain. Create a 30-second oral narrative with a character, relationship, action, and thought or dialogue.

With Your Group...

Supported Matches

Caddo / riverway / goods + customs

Sahara / caravans / salt + gold + stories

Mali / markets / goods + knowledge

Runnymede / Magna Carta / idea that rulers
are subject to law

family / generation / tradition

Renaissance / thinkers / older ideas

examined anew

Texas music / song / cultural voice



Which match required the most evidence?

What difference did a person make
in each chain?

Can knowledge travel if nobody
teaches, writes, speaks,
demonstrates, or remembers it?

What does that tell us about
human relationships?



Ideas Travel Because People Carry Them

Day 3 · Discuss (cont.)

★ Daily Deck

Ideas travel because people carry them.

**Sometimes they
carry
objects.**

**Sometimes they carry stories,
traditions,
knowledge, art, laws, or
values.**

**Who tells the experience
changes
what the reader sees and
understands.**



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

①

Students select one context actually present in the poems. They write a fictionalized scene based only on details supported by the poem, without adding unsupported historical claims.

②

Requirements: clear narrator; one relationship; 2 actions; 1 thought; at least 2 lines of dialogue; setting; 2-3 developed paragraphs.

③

Poetry Transformation: Write two four-line rhyming stanzas in the same character's voice.

④

Underline the relationship, box two actions, star one thought, and bracket two lines of dialogue. Then read the poem aloud and label its emotion and voice.

If the poem does not tell you a historical fact, do not present your invention as a fact.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

“Find one place where your reader can clearly understand the relationship. Award it.”

- My strongest narrative evidence is...
- My strongest poetic voice is...
- My target is...
- A question I still have is...

Target 🎯

“Now find one place where the reader needs more information. That becomes your target.”

Curiosity Questions

AWARD = evidence of strength. TARGET = the next place to grow.

How do connections between people carry ideas, knowledge, culture, and values across places and generations?

“If another person told this same experience, the reader might learn _____ because _____.”

VOICE SWITCH: Who is speaking? What do they know? What do they feel? What does their relationship help the reader understand? How does voice change between narrative and poem?



Who Carried It?

Small-Group Support

★ Daily Deck

Use one supported chain at a time.

Place cards in three
columns:
PLACE/PERSON;
WHAT MOVED;
WHAT WAS
CARRIED FORWARD.

Read the matching
poem stanza and
underline the
evidence.

Orally rehearse: “At/in _____, _____ helped _____ travel by _____.”

Ask what the poem states directly before asking the student to imagine a character.



A Second Voice Along the Route

Enrichment · Write in your notebook

Retell the same poem-supported scene from the other person's perspective.

Keep the factual setting unchanged, but change what the narrator knows, notices, feels, thinks, and says.

Write one new four-line stanza in that second voice,

then compare what each perspective helps the reader understand.



★ My Progress Tracker

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

I Can...	Not yet	Getting set	I can do it
Explain how a person helps an idea, knowledge, or tradition travel.	Not yet	Getting set	I can do it
Use poem evidence for a route-and-legacy chain.	Not yet	Getting set	I can do it
Develop a relationship through actions, thought, and dialogue.	Not yet	Getting set	I can do it
Create emotion and a specific poetic voice.	Not yet	Getting set	I can do it
Explain why the narrator matters.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ What We Carry Forward

“A dream of fairness can be shared;
A call to serve can show we cared.
One generation starts a flame;
The next may carry on its aim.”

Let's Look at an Answer!

Prompt: Write a fictionalized scene in a context from the poems. Include a narrator, relationship, two actions, one thought, two lines of dialogue, setting, and specific voice.

LOW Level 1

“A traveler went to a market. Goods moved. People talked.”

What Is Working: The response uses a traveler and market, both supported by “The Roads Between Us.”

Teacher Notes: The narrator’s relationship, thought, dialogue, emotion, and specific voice are missing.

What Needs Improvement: Establish one relationship; add two actions, a thought, and two lines of dialogue; show how knowledge travels.

Let's Look at Another Answer!

Prompt: Write a fictionalized scene in a context from the poems. Include a narrator, relationship, two actions, one thought, two lines of dialogue, setting, and specific voice.

MEDIUM Level 2-3

“I came to Mali’s market with goods. Another traveler stood beside me. ‘What did you learn on your journey?’ I asked. The traveler shared a story. I thought that knowledge could travel at the same pace as goods. ‘I will remember it,’ I said.”

What Is Working: The setting, relationship, actions, thought, and two lines of dialogue are grounded in the poem’s market, travelers, goods, stories, and knowledge.

Teacher Notes: The narrator has a thoughtful voice, but the relationship and emotion could be more developed.

What Needs Improvement: Add a second paragraph that shows how the exchange affects the relationship and sharpen the emotion.

Our Strongest Answer!

Prompt: Write a fictionalized scene in a context from the poems. Include a narrator, relationship, two actions, one thought, two lines of dialogue, setting, and specific voice.

HIGH Level 4

“At Mali’s market, I watched people come from distant lands while goods moved from place to place. A traveler stopped beside me and shared a tale from the long journey. ‘What will you carry away from this market?’ the traveler asked. I thought about the goods before us, but I also remembered that knowledge traveled at the same pace.
‘I will carry your story,’ I answered. I listened, repeated the tale, and promised to share it. The market had brought us together, and our new relationship gave the knowledge another path.”

What Is Working: The response stays within poem-supported facts and uses a clear narrator, relationship, two actions, a thought, two lines of dialogue, and a thoughtful, determined voice.

Teacher Notes: TRAILS R + A are integrated, and the narrator’s emotion and voice explain how a person helps knowledge travel.

★ **This is our target!**