



THE WRITING ACADEMY®, LLC



Module 3

Connections Create Change

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!

Week 3 · High Stamina · Cluster 7 (Narrative & Poetry)

★ Daily Deck

I Will...

- I will support a consequence chain with evidence from the poems.
- I will organize my perspective narrative as Before, Important Moment, and After.
- I will make TRAILS I and L clearly identifiable.
- I will transform my lasting effect into three four-line rhyming stanzas.
- I will use imagery, one comparison or metaphor, purposeful repetition or echo, rhyme, and a central emotion.

I Can...

- I can explain how people help ideas, knowledge, and traditions travel.
- I can trace a cause through a connection to an immediate and a longer consequence.
- I can explain why people may have different perspectives on the same connection.
- I can build a narrative around an Important Moment and a Lesson or Lasting Effect.
- I can use artistic language and echo or sound to concentrate meaning in a voice poem.



Cause, Connection, Consequence

Day 1 · Gather & Reveal

★ Daily Deck

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

poetry

How can one connection, idea, or experience create effects that last beyond the moment?

We already know that people and ideas move. This week we ask a harder question: What happens because they move?

A consequence is an effect or result. It does not automatically mean something bad.



★ 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!

★ TRAILS I + L and LEAVES A + E

Day 1 · Reveal

★ Daily Deck

I

IMPORTANT MOMENT

Focus: the moment that changes the narrative.

L

LESSON OR LASTING EFFECT

Focus: what continues after the moment.

A·E

ARTISTIC LANGUAGE & ECHO

Artistic language allows a poet to compress a large idea. Echo and Sound help important language stay in the reader's ear.

Narrative gives the writer room to develop a change through Before, Important Moment, and After. Poetry concentrates the same change so artistic language and sound keep the important idea in the reader's ear.

A good narrative does not merely give us a busy series of actions. Something matters.

★ Hear the Echo

Day 1 · Reveal (cont.)

★ Daily Deck

Active Listening Sequence

1. Read one stanza once for meaning.
2. Read it again. Students tap once for rhyme and twice for repetition or echoed structure.
3. Students name the word or idea the sound emphasized.
4. Students explain how the emphasized language connects to consequence or legacy.

Watch Me!

Read a stanza twice. Students tap once when they hear rhyme and twice when they hear repeated words or structures.

“You are not tapping because sound is decorative. You are listening for how sound directs our attention.”

Complete: “A connection in one poem is _____. One consequence is _____. The words that made the consequence memorable are _____.”



CAUSE-CONNECTION-CONSEQUENCE RELAY

★ Daily Deck

Day 2 · Attempt · Partner Game

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

How to Play

- 1 Teams receive cards representing: CAUSE / CONNECTION / IMMEDIATE EFFECT / LONGER EFFECT / PERSPECTIVE
- 2 Students construct chains.
- 3 Your chain must answer three questions: What caused the connection? What happened because of it? Why might the result matter later?
- 4 If your team cannot defend the connection with the poem, change the card.
- 5 Teams record their strongest chain and underline the exact poem evidence that defends it.

With Your Team...

Example pattern

People travel, communities meet, goods exchanged, ideas/knowledge also move, different people may experience the connection differently

Poetry Challenge

Ideas can move between people. Transform it using metaphor, imagery, repetition, or rhyme.



Where did groups disagree yesterday?

Was every consequence
immediate?

Can an idea continue affecting
people long after the original
moment?



The Moment Something Changed

Day 3 · Discuss (cont.)

★ Daily Deck

That is the bridge between connection and legacy.

**BEFORE: setting +
character
+ relationship +
situation**

**MOMENT: learned / exchanged /
discovered
/ heard / taught / understood**

**AFTER: lesson
or
lasting effect**

If I removed your important moment, your narrative should no longer make sense in exactly the same way.



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

PARAGRAPH 1

Before: establish setting, character, relationship, and situation.

PARAGRAPH 2

Important Moment: something is learned, exchanged, discovered, heard, taught, or understood.

PARAGRAPH 3

After: show the lesson or lasting effect.

④

Voice Poem: Transform the lasting effect into three four-line rhyming stanzas.

Must contain: imagery, one comparison or metaphor, purposeful repetition or echo, rhyme, central emotion

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

“Do not award yourself because something accidentally rhymed. Award a decision you made as a writer.”

- Important Moment
- Lasting Effect
- Artistic Language
- Echo/Sound

Target 🎯

“My important moment works because _____.”

“My target is _____.”

Curiosity Questions

AWARD = a deliberate decision I can prove.

TARGET = one change that would make my meaning stronger.



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

A connection can end when a journey ends, but its effects may continue. How does continuing influence help us understand legacy?

**DEFINE it. GIVE a poem or activity example. EXPLAIN why it works.
LISTEN as your partner teaches it back.**

“Definition alone is not teaching. Give an example and explain why it works.”





Build the Consequence Bridge

Small-Group Support

★ Daily Deck

For students who list events without showing why a moment matters:

Provide three labeled spaces: BEFORE / IMPORTANT MOMENT / AFTER.

Orally place one poem-grounded idea in each space.

Add arrows labeled “because” and “therefore.”

Ask which detail would disappear if the Important Moment were removed.

Rehearse: “Before _____. The moment changed things when _____. Afterward, _____.
The lasting effect was _____.”



One Connection, Multiple Effects

Enrichment · Write in your notebook

Students select one connection from either poem and create two defensible consequence chains that emphasize different effects or perspectives.

They then add a fourth narrative paragraph explaining what later people might preserve, question, strengthen, change, or mend.

Poetry Extension

Revise the voice poem so one repeated line changes slightly in each stanza.

Explain how the changing echo moves the reader from immediate consequence to longer influence.



★ 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
Trace cause, connection, immediate effect, and longer effect.	Not yet	Getting set	I can do it
Explain how perspectives on a connection may differ.	Not yet	Getting set	I can do it
Build a narrative around an Important Moment.	Not yet	Getting set	I can do it
Show a Lesson or Lasting Effect in the After paragraph.	Not yet	Getting set	I can do it
Use artistic language deliberately.	Not yet	Getting set	I can do it
Use rhyme and repetition or echo to direct attention.	Not yet	Getting set	I can do it
Teach one craft concept with an example and explanation.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ What We Carry Forward

“A dream for fairness can inspire
Another generation’s fire.
A call to serve can also stay
Inside the choices made each day.”

Let's Look at an Answer!

Prompt: Write a three-paragraph perspective narrative based on an idea from either poem. Establish Before, create an Important Moment, and show a Lesson or Lasting Effect in After.

LOW Level 1

“A scholar went to Timbuktu. Books were there. The scholar left.”

What Is Working: The response uses the scholar and Timbuktu idea from “The Roads Between Us.”

Teacher Notes: Events are listed, but no exchange of knowledge changes the narrative.

What Needs Improvement: Establish the situation before the moment, show what is learned or shared, and explain a lasting effect afterward.

Let's Look at Another Answer!

Prompt: Write a three-paragraph perspective narrative based on an idea from either poem. Establish Before, create an Important Moment, and show a Lesson or Lasting Effect in After.

MEDIUM Level 2-3

“A scholar came to Timbuktu to learn. An important moment happened when someone shared knowledge from a book. The scholar carried the idea home, so the knowledge moved to another place.”

What Is Working: The narrative includes learning, an identifiable Important Moment, and a lasting effect supported by the poem.

Teacher Notes: The chain is clear, but the perspective and significance need more development.

What Needs Improvement: Develop what the scholar understood and why carrying the idea home mattered beyond the immediate exchange.

Our Strongest Answer!

Prompt: Write a three-paragraph perspective narrative based on an idea from either poem. Establish Before, create an Important Moment, and show a Lesson or Lasting Effect in After.

HIGH Level 4

“Before reaching Timbuktu, a scholar had crossed the desert to learn where books and thought met. The journey changed at the moment another person opened a book and shared knowledge; the scholar understood that trade routes could carry more than gold or salt. Afterward, the scholar carried the idea home in turn. The exchange had ended, but the knowledge now had another road, another mind, and a longer influence.”

What Is Working: The narrative is grounded in “The Roads Between Us,” makes the Important Moment essential, develops the scholar’s perspective, and shows a lasting effect beyond the exchange.

Teacher Notes: TRAILS I and L work together, and the Before/Moment/After structure reveals why the connection matters.

★ **This is our target!**