



THE WRITING ACADEMY®, LLC



Module 4

What Will We Carry Forward?

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 4 · Very High Stamina · Cluster 7 (Narrative & Poetry)

I Will...

- I will compare viewpoints and listen for a perspective that may be missing.
- I will support a claim with text evidence and reasoning.
- I will develop a four- to five-paragraph narrative with a focused experience, meaningful relationship, turning point, and lasting effect.
- I will make deliberate choices about layout, emotion, artistic language, voice, sound, and significance in at least four four-line stanzas.
- I will award three strong decisions and revise one TRAILS target and one LEAVES target.

I Can...

- I can explain how people help ideas, knowledge, and traditions travel across places and generations.
- I can distinguish a fact, evidence, an interpretation, and a viewpoint.
- I can use evidence to decide what should be preserved, questioned, improved or repaired, and carried forward.
- I can write a developed perspective narrative using all six TRAILS elements.
- I can write a companion voice poem using all six LEAVES elements.





Preserve, Question, Improve, Contribute

Day 1 · Gather & Reveal

★ Daily Deck

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

poetry

How can understanding the past help us make thoughtful choices about the future?

Today we arrive at the hardest question: Once something reaches us from the past, what should we do with it?

History does not ask us simply to memorize what came before us.



★ 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!



Full TRAILS, Full LEAVES, and Significance

★ Daily Deck

Day 1 · Reveal

TRAILS

FULL TRAILS

T: Topic/Experience; R: Relationship; A: Actions, Thoughts & Dialogue; I: Important Moment; L: Lesson or Lasting Effect; S: Setting.

LEAVES

FULL LEAVES

L: Lines & Layout; E: Emotion & Experience; A: Artistic Language; V: Voice; E: Echo & Sound; S: Significance.

S

SIGNIFICANCE

Significance asks: Why does this matter beyond the poem?

A fact can be checked; evidence is an accurate detail used to support a conclusion; an interpretation explains what evidence means.

If the final line ends but the reader's thinking continues, the poet has created significance.



★ Reveal: The Roads Between Us

Day 1 · Reveal (cont.)

★ Daily Deck

Read Level 4 in logical sections

“What moves physically?” “What moves culturally?”

“What is the poem now saying about knowledge?”

“Why might two people experience one historical event differently?”

“What remains similar across centuries?”

Watch Me!

“This is the most sophisticated version because legacy is no longer treated as ‘old equals good.’”

“The poem asks us to study, compare, question, and decide.”

Four-Word Takeaway: “Routes carry more than goods.”
“Knowledge moves between people.”

★ FUTURE CURATORS

Day 2 · Attempt · Partner Game

★ Daily Deck

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

How to Play

- 1 Each group receives source-based statement cards and four mats: PRESERVE, QUESTION, IMPROVE/REPAIR, CARRY FORWARD.
- 2 Cards are not intended to have one automatic answer. Students must justify decisions using the text.
- 3 Display formula: CLAIM + TEXT EVIDENCE + REASONING
- 4 Round 2: Perspective Swap. After groups decide, exchange one card with another group.
- 5 The receiving group must construct the best argument for a different placement.

With Your Group...

Say

“We placed this under Question because the poem tells us _____, which suggests _____.”

Defensible Model

“We placed this under Question because the poem asks whose voice was missing, which suggests a single account may be incomplete.”

What is the difference between an opinion and a conclusion supported with evidence?

Which card produced the strongest disagreement?

Did anyone change a decision after hearing evidence?



ONE IDEA, TWO FORMS

Day 3 · Discuss (cont.)

★ Daily Deck

A poem is not a paragraph wearing a different costume.

**connection, knowledge,
culture, tradition**

**service, legacy,
responsibility**

**perspective, change,
or contribution**

Your poem should make different craft decisions while preserving the central meaning.



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

PART 1

Full TRAILS Narrative Prompt: Write a fictional narrative in which a character receives, shares, discovers, teaches, preserves, questions, or passes forward something meaningful.

②

Required: T, focused experience; R, meaningful relationship; A, actions, thoughts, and dialogue; I, important turning point; L, lesson/lasting effect; S, developed setting.

PART 2

Full LEAVES Companion Poem: Write about the same central idea.

④

four-line stanzas, minimum four stanzas, intentional layout, identifiable emotion/experience, artistic language, purposeful voice, rhyme/repetition/rhythm or another intentional sound pattern, clear significance

Do not turn an invented detail into a historical fact.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

“Award three places where your decisions are strong.”

- Students star three places.
- Students choose one TRAILS target and one LEAVES target, then revise.
- AWARD three strong decisions. TARGET one TRAILS element and one LEAVES element. Revise for meaning; edit for conventions.

Target 🎯

Complete: Something from this month’s Social Studies content that I want to investigate further is...

Curiosity Questions

“Curiosity is part of Target because learning should create new questions, not simply finish old ones.”

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

“My poem communicates the same central idea, but I changed the form by _____.”

“Something I would want a future student to carry forward from my writing is _____.”

A listener should understand something more clearly because you explained it. Ask one genuine question.



If Evidence Is Confused With Opinion

Small-Group Support

★ Daily Deck

Provide three cards: exact poem detail, supported interpretation, unsupported preference.
Students sort and explain the difference.

**If Perspective Becomes
Invention**

Ask students to underline
what the poem supports and
circle what they inferred.

If the Narrative Is Thin
Orally rehearse six TRAILS
questions.

If Significance Is Missing
Complete: “After the final
line, I want the reader to
keep thinking about ___
because ___.”

Use: “The poem states _____. This supports _____.”

★ Curator's Note

Enrichment · Write in your notebook

Write a 150-word note for one FUTURE CURATORS card. Explain two defensible placements, cite accurate evidence for each, then state a reasoned conclusion.

Missing-Voice Inquiry

Formulate three research questions about a viewpoint the poems invite readers to investigate.

Dual-Voice Poem

Revise the companion poem so two viewpoints alternate and join in the final stanza.

Future Archive

Choose one school or community contribution worth documenting.

★ 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
Distinguish fact, evidence, interpretation, and viewpoint.	Not yet	Getting set	I can do it
Support a future-curator placement with evidence and reasoning.	Not yet	Getting set	I can do it
Understand and construct a different supported perspective.	Not yet	Getting set	I can do it
Use all six TRAILS elements in a developed narrative.	Not yet	Getting set	I can do it
Use all six LEAVES elements in a companion poem.	Not yet	Getting set	I can do it
Explain the significance of my central idea.	Not yet	Getting set	I can do it
Award three strengths and revise two high-impact targets.	Not yet	Getting set	I can do it
Teach how my craft decisions communicate meaning.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ What We Carry Forward

“A dream for fairness, clearly shared,
Can make another person care.
A call to service can remain
After applause has left the lane.”

Let's Look at an Answer!

Prompt: Write a fictional narrative in which a character receives, shares, discovers, teaches, preserves, questions, or passes forward something meaningful. The item may be physical, but the deeper meaning should involve an idea, skill, story, tradition, value, or piece of knowledge.

LOW Level 1

Narrative excerpt: Mara got an old family song. She sang it. It was important and she kept it.

Poem excerpt: I got a song. It was old. I sang the song. The song was good.

What Works: The response keeps one central idea in two forms and identifies something carried forward.

What Needs Improvement: Develop the setting and relationship, show actions, thoughts, dialogue, a real turning point, and a lasting effect. In the poem, make intentional choices about layout, emotion, artistic language, voice, sound, and significance.

Let's Look at Another Answer!

Prompt: Write a fictional narrative in which a character receives, shares, discovers, teaches, preserves, questions, or passes forward something meaningful. The item may be physical, but the deeper meaning should involve an idea, skill, story, tradition, value, or piece of knowledge.

MEDIUM Level 2-3

Narrative excerpt: In the quiet kitchen, Abuela hummed the song she had taught Lena before. “Keep it close,” she said. Lena recorded the melody and taught it to her cousin. When the cousin joined the final line, Lena understood that preserving the song did not mean keeping it to herself. It lived when another voice carried it.

Poem excerpt: One voice crosses the room, one voice opens the door. I hold the echo gently; then it is ours once more.

What Works: The narrative includes a relationship, setting, dialogue, action, turning point, and lasting effect. The poem changes form and uses voice, image, repetition, and rhyme.

What Needs Improvement: Develop the narrative across the required four to five paragraphs and the poem across at least four four-line stanzas. Add complexity by showing what Lena evaluates before deciding how the tradition should change or continue.

Our Strongest Answer!

Prompt: Write a fictional narrative in which a character receives, shares, discovers, teaches, preserves, questions, or passes forward something meaningful. The item may be physical, but the deeper meaning should involve an idea, skill, story, tradition, value, or piece of knowledge.

HIGH Level 4

Narrative excerpt: Rain tapped the community-center windows while Nia and Mr. Ortiz sorted recordings for the history display. One interview praised a neighborhood rule; another explained whom that rule had excluded. “Do we preserve both?” Nia asked. Mr. Ortiz slid the headphones back toward her. “Preserve the evidence,” he said, “but don’t confuse preserving a record with approving every choice.” Nia listened again. At the exhibit opening, she placed the accounts beside each other and added a question for visitors: Whose voice would you seek next? The display did not close the argument. It gave the community a more honest place to begin repairing what the old rule had harmed.

Companion poem excerpt: Two voices share one table, two windows face one street; one says the rule stood stable, one names the barred-out feet.

I will not hide the record, or call the record right; I set the voices side by side and let them change the light.

The past can be a compass, but hands must choose the way; we keep the proof, repair the harm, and question what we say.

Tomorrow reads our labels, tomorrow hears our tone; the road we leave for others is built by choices shown.

Why It Is High: The narrative develops perspective, evidence, a meaningful relationship, dialogue, a turning point, and a lasting effect. The poem preserves the central meaning while using four stanzas, deliberate voice, imagery, repetition, rhyme, and clear significance.

★ **This is our target!**