



THE WRITING ACADEMY®, LLC



Module 2

The Same Idea, Many Jobs: Purpose and Audience Change the Writing

Grade 4 · Prepare



Tackling TEKS · Reading & Writing



4.11(A)(i) · 4.12(A)(i) · 4.12(A)(ii) · 4.11(C)(i) · 4.11(D)(i) · 4.11(D)(vii) · 4.11(D)(ix) · 4.11(D)(xxxv)

★ Meet Our Week!

★ Daily Deck

Week 2 · Medium Stamina · Prepare (Getting Ready to Write, Genre Decisions)

I Will...

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will name what my audience knows, needs, and expects before I draft.
- I will choose details and craft on purpose for my reader.
- I will develop an experience with TRAILS rather than list events.

I Can...

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can adjust details, style, and register to fit my audience.
- I can develop an important moment with actions, thoughts, dialogue, and reflection.
- I can revise a sentence for structure and edit for conventions.





The Reader Shapes the Writing

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “Dream” & “Serve”

fiction · Medium Stamina

How do purpose and audience change what a writer includes and how the writing sounds?

TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job.

Say the decision aloud before you draft.





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!



★ R: The PREPARE Decision, Now With the Audience Lens

Day 1 · Reveal

★ Daily Deck

1

TOPIC

Name the topic in a short phrase.

2

PURPOSE

Name the purpose with a writing verb: narrate, explain, justify, request, reflect, investigate.

3

AUDIENCE

Name the audience and what that audience knows, needs, and expects.

Reveal the chain one arrow at a time and have students rehearse the words before writing.

Select the response genre that best accomplishes the job. Select a planning strategy: brainstorm, freewrite, map. For formal narrative work, use TRAILS to develop the experience.

★ Teacher Model

Day 1 · Reveal (cont.)

★ Daily Deck

Using “Dream” and “Serve”

Dream Write a personal narrative for classmates about a time another person’s words caused you to see a responsibility differently.

Serve Explain the idea of service to a younger student using clear examples.

Say the decision aloud before you draft.

Watch Me!

Topic = a true experience. Purpose = narrate and reflect. Audience = classmates who need to feel the moment. Genre = personal narrative.

Planning = freewrite, then TRAILS.

Topic = service. Purpose = explain. Audience = a younger student who needs simple examples. Genre = informative. Planning = map the main idea and examples.

★ Same Topic, Different Job

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “Dream” & “Serve”

How to Play

- 1 Read the complete task card.
- 2 Name TOPIC, PURPOSE, and AUDIENCE.
- 3 Choose the response genre.
- 4 Choose or confirm the planning route.
- 5 Defend the decision before earning the point.

Success Check: An attempt is allowed to change. State your first decision, listen to the group, and revise it when a stronger reason appears.

With Your Partner...

Task Card #1

Write the young person’s experience at the Lincoln Memorial for classmates who need to feel the moment.

best route

Narrative

Scene, dialogue, actions, thoughts, and reflection fit the audience and narrative purpose.

Source Genre versus Response Genre

“Dream” and “Serve” are both fiction.

Students select one game card, underline the purpose verb, box the audience.

Students compare brainstorming, freewriting, and mapping.

Explain how the tool supports the thinking the task requires.

Student Directions: “The passage is ____, but the response should be ____ because the writing purpose is ____ for ____.”



What Makes a Genre Choice Strong?

Day 3 · Discuss (cont.)

★ Daily Deck

Source Genre versus Response Genre

**source genre versus
response genre**

**purpose and audience
evidence**

**a planning strategy
that fits the task**

A strong writer can use one source for several writing jobs.



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

HEADER

Topic: _____ Purpose: _____ Audience: _____ Genre: Personal Narrative. Planning Strategy: Brainstorm / Freewrite / Map. Justification: This route fits because _____.

TRAILS

T: Topic or Experience. R: Relationships. A: Actions, Thoughts, and Dialogue. I: Important Moment. L: Lesson or Lasting Effect. S: Setting.

CHECK

Choose two sentences from your draft and revise them to improve sentence structure. Then check one complete simple sentence for subject-verb agreement, check singular and common nouns in context, and correct high-frequency spelling.

Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

I award myself for ___ because my work shows ___.

- Genre Match Award: I selected a genre that clearly fits the purpose and audience.
- Audience Lens Award: I chose details, style, or register with my audience in mind.
- Planning Route Award: I selected a planning strategy that helped organize my thinking.
- TRAILS Builder Award: I developed a narrative experience rather than listing events.

Target 🎯

“My next writing goal is to _____
because _____.”

Curiosity Questions

A decision I still need to practice is _____. I will know I improved when _____.



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

How do purpose and audience change what a writer includes and how the writing sounds?

“The response genre comes from the writing job because ____.”

Finish: “Preparation makes my writing stronger because ____.”



★ Support Quick Reference

Small-Group Support

★ Daily Deck

Use the Audience Lens: know, need, expect.

Ignores the audience: give an Audience Lens card and ask know, need, expect

Changes only a greeting for audience: model changing a detail and the register

Press for larger decisions: details, examples, formality.

Point to the TRAILS I and A and model developing the moment.



Two Audiences, Two Openings

Enrichment · Write in your notebook

Challenge: Give the same content and two audiences, such as a best friend and a principal.

Students create two openings and annotate how the detail, register, and conventions changed for each audience.

Create two openings
for the same content.

Annotate how the
detail, register, and
conventions changed
for each audience.

Explain which single
change made the
biggest difference for
the reader and why.



★ 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
Name what my reader knows, needs, and expects.	Not yet	Getting set	I can do it
Choose details and register that fit my audience.	Not yet	Getting set	I can do it
Match one idea to different writing jobs.	Not yet	Getting set	I can do it
Develop an important moment with dialogue and reflection.	Not yet	Getting set	I can do it
Revise one sentence for structure and edit conventions.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ From “Dream”

“Because they want America to be fair for everyone,” she said.

Let's Look at an Answer!

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

LOW

"A kid was alone. I helped. It was nice. The end."

What Is Working: The student names a moment of including someone.

Teacher Notes: This lists events instead of developing the moment. There is no setting, no dialogue, no reflection, and nothing the audience needs to feel the experience.

What Needs Improvement: Use TRAILS to add a setting, the actions and thoughts of the moment, dialogue, and a reflection that shows why it mattered to the reader.

Let's Look at Another Answer!

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

MEDIUM

"At recess, a new boy stood by the wall alone. I felt a little nervous, but I walked over. 'Do you want to play with us?' I asked. He smiled and said yes. We played tag until the bell rang. Now I always look for someone standing alone."

What Is Working: There is a setting, a line of dialogue, an important moment, and a reflection. The narrative develops the experience for classmates.

Teacher Notes: The narrative works, but the sentences are short and similar, and the reflection could show more clearly why the moment mattered.

What Needs Improvement: Revise two sentences for varied structure, and expand the reflection so the reader understands the lasting effect.

Our Strongest Answer!

Prompt: Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

HIGH

"The cafeteria buzzed with noise, but at the end of our table sat a girl I did not know, staring at her tray. I remembered how it felt to be new, and my stomach tightened. Part of me wanted to keep talking with my friends, but I slid down the bench toward her. 'Is it okay if I sit here?' I asked. She looked up, surprised, and nodded. We ended up laughing about our matching lunchboxes. That day I learned that including someone does not take a big, brave act, it takes one small choice to move closer, and it can change an entire afternoon."

What Is Working: A vivid setting, precise actions and dialogue, a clear important moment, a genuine reflection, and varied sentence structure, all aimed at classmates who need to feel the moment.

Teacher Notes: The narrative uses audience-aware craft to develop an experience, exactly what TRAILS and the personal-narrative genre ask for.

★ **This is our target!**