



THE WRITING ACADEMY®, LLC



Module 3

Choose the Route and the Planning Strategy

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 3 · High Stamina · Prepare (Getting Ready to Write, Genre Decisions)

I Will...

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will compare planning strategies before I choose one.
- I will justify my planning route with the thinking the job requires.
- 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 choose a planning strategy, brainstorm, freewrite, or map, that fits the job.
- I can explain how my planning strategy organizes the thinking my genre needs.
- I can revise at least two sentences for stronger structure.



The Plan Matches the Job

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “Dream” & “Serve”

fiction · High Stamina

How does a writer choose a planning strategy that fits the genre and the thinking the job requires?

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!



Choose the Route and the Plan

Day 1 · Reveal

★ Daily Deck

B

BRAINSTORM

Generate several possible reasons before selecting the strongest.

F

FREWRITE

Develop a true experience with an important moment.

M

MAP

Organize several connected facts about civic participation.

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

Select the planning strategy that organizes the thinking the genre needs. 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. Genre = personal narrative.

Planning = freewrite to uncover thoughts, then TRAILS to shape the experience.

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

★ Genre Route Relay

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 a personal narrative about a moment when you chose to include someone.

best route

Narrative + Freewrite/TRAILS

Freewriting can uncover the moment;
TRAILS organizes the experience.

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 planning tool is useful only when it helps organize the thinking the selected genre needs.



★ 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.

Plan and write a personal narrative about a time you recognized a way to make a positive difference.

★ 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.
- 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.
- Sentence Architect Award: I revised sentence structure to make meaning clearer.

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 does a writer choose a planning strategy that fits the genre and the thinking the job requires?

“My genre is _____. My plan is _____. It fits because _____.”

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



There is no universal winner; match the tool to the thinking.

Always picks one strategy: offer two strategy cards and ask which organizes this job

Chooses a strategy with no reason: use the frame “This strategy helps me ____”

Ask what thinking the job needs first.

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



Two Routes, Compare, Choose

Enrichment · Write in your notebook

Challenge: Create two defensible planning routes for the same genre.

Compare the advantages of each, and select the route that would produce the stronger draft for the named audience.

Create two defensible
planning routes for
the same genre.

Compare the
advantages of each.

Explain what kind of
writing job would
make you switch to
the other route.



★ 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 the three planning strategies.	Not yet	Getting set	I can do it
Match a planning strategy to a writing job.	Not yet	Getting set	I can do it
Justify why my strategy fits the thinking the job needs.	Not yet	Getting set	I can do it
Develop an important moment with TRAILS.	Not yet	Getting set	I can do it
Revise two sentences for structure and edit conventions.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ From “Serve”

In “Serve,” Grandpa says, “Sometimes the easiest thing is to assume someone else will solve a problem. Service begins when you decide that you can be part of the solution.”

Let's Look at an Answer!

Prompt: Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.

LOW

"I helped clean up. It was good. Helping is nice. The end." (No planning strategy named.)

What Is Working: The student names a moment of helping.

Teacher Notes: There is no planning strategy or justification, and the narrative lists events instead of developing the important moment.

What Needs Improvement: Choose a planning strategy and justify it, then use TRAILS to develop the moment you recognized a way to help.

Let's Look at Another Answer!

Prompt: Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.

MEDIUM

(planning: "I used a map to connect the people and events") "Our class garden was full of weeds, and no one wanted to help. I noticed the third-graders looked discouraged. I decided to start pulling weeds during recess. Soon two friends joined me. By Friday, the garden looked cared for again. I learned that starting can help others join."

What Is Working: The student names and justifies a planning strategy, and the narrative has a setting, an important moment, and a lasting effect.

Teacher Notes: The plan and narrative work, but the sentences are short and similar, and the reflection could be developed.

What Needs Improvement: Revise two sentences for varied structure and expand the ending to show the lasting effect.

Our Strongest Answer!

Prompt: Plan and write a personal narrative about a time you recognized a way to make a positive difference in a family, class, team, school, or community. Select a planning strategy that fits your experience and justify the choice.

HIGH

(planning: "I freewrote first to uncover my thoughts, then used TRAILS") "The new student, Mateo, ate lunch alone every day, and I kept telling myself someone else would sit with him. One rainy Tuesday, I finally noticed how small he looked at the end of the long table, and something in me shifted. I picked up my tray, walked over, and asked if I could join him. 'Sure,' he said, surprised. We discovered we both loved drawing dragons, and by the end of lunch we were laughing. That day I realized that making a positive difference did not require a big plan, it required noticing, and then choosing to act."

What Is Working: A justified planning strategy, a vivid setting, precise actions and dialogue, a clear important moment, a genuine reflection, and varied sentence structure.

Teacher Notes: The plan organized the thinking and the narrative develops an experience, exactly what Module 3 asks for.

★ **This is our target!**