



THE WRITING ACADEMY®, LLC



Module 4

Independent Genre Decision and Transfer

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 4 · Very 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 justify my genre and plan with writing-job language, not framework names alone.
- I will complete and edit a personal narrative for a school audience.
- I will explain how the same idea would change in another genre.

I Can...

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can explain the whole decision chain from writing situation to finished draft on my own.
- I can revise sentence structure and edit for the PREPARE conventions.
- I can transfer the same content into another response genre and explain what changes.





Preparation Becomes Independence

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “Dream” & “Serve”

fiction · Very High Stamina

How does an independent writer explain the whole path from a new writing situation to a finished response, and transfer it?

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 (From Memory)

★ Daily Deck

Day 1 · Reveal

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 needs.

Reveal the chain one arrow at a time and have students rehearse the whole chain from memory before writing.

Select the response genre that best accomplishes the job. 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 Court

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

A school anthology needs a true story showing how one student decision affected another person.

best route

Personal Narrative

The purpose is to narrate a true experience for readers; TRAILS helps develop the moment.

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**

**transfer: what stays,
what changes**

Show that the core idea stays; the form and details change.



★ 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 a school audience and explain why narrative is the best formal genre for this assigned job.

★ 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 _____.

How does an independent writer explain the whole path from a new writing situation to a finished response, and transfer it?

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

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

Ask what the job needs, not what the framework is called.

Names a label without a reason: require “because the purpose is ___ for ___”

Rewrites everything to transfer: model keeping the idea and changing only the form

Cannot teach from memory: use Partner Teach-Back with notes first, then fade.

Show that the core idea stays; the form and details change.



Transfer to a Second Genre

Enrichment · Write in your notebook

Challenge: Transfer the content of your personal narrative into a second genre.

Create a short alternative opening in the new genre and write a metacognitive note explaining what had to change and what could remain.

Create a short alternative opening in a second genre.

Write a metacognitive note explaining what had to change and what could remain.

Choose a genre you have not used yet and explain why the purpose and audience make it a good fit.



★ 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
Say the whole decision chain from memory.	Not yet	Getting set	I can do it
Justify my genre with writing-job language.	Not yet	Getting set	I can do it
Complete, revise, and edit a personal narrative.	Not yet	Getting set	I can do it
Transfer the same content into another genre.	Not yet	Getting set	I can do it
Teach my decision chain to a partner.	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: Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.

LOW

"Something changed my mind once. I did the right thing. It was good. The end." (No genre justification.)

What Is Working: The student names that a change happened.

Teacher Notes: There is no genre justification and the narrative lists a vague event with no important moment, setting, or reflection.

What Needs Improvement: Justify why narrative fits the job, then use TRAILS to develop the experience with a clear important moment and lasting effect.

Let's Look at Another Answer!

Prompt: Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.

MEDIUM

(justification: "Narrative fits because the purpose is to narrate a true experience for school readers") "Last year I did not want to be line leader because I was shy. My teacher said, 'People trust you because you are fair.' I thought about that all day. The next week, I raised my hand to lead. I learned that other people can see strengths I cannot always see in myself."

What Is Working: The student justifies the genre and includes a setting, dialogue, an important moment, and a lasting effect.

Teacher Notes: The narrative and justification work, but the sentences are similar in structure and the reflection could be developed.

What Needs Improvement: Revise two sentences for varied structure and expand the reflection; then add a transfer note.

Our Strongest Answer!

Prompt: Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.

HIGH

(justification: "Narrative is the best genre because the job is to let school readers experience how a moment changed me; an explanation would only summarize it") "For weeks I walked past the recycling bins overflowing in the hallway, telling myself it was someone else's job. Then our custodian, Mr. Ruiz, knelt to gather the spilled cans alone, and I felt my face grow warm. 'I can help,' I said, surprising myself. We sorted the cans together, and he told me that small hands make big jobs lighter. Now I notice the bins every morning, and I do not wait for someone else. I learned that responsibility is not something you are given, it is something you decide to pick up." (Transfer note: "I could turn this into a letter to the student council proposing a recycling team; I would keep the core idea but change the form to a request with reasons.")

What Is Working: A clear genre justification in writing-job language, a vivid narrative with an important moment and reflection, varied sentence structure, and a genuine transfer note that names what stays and what changes.

Teacher Notes: The student owns the whole decision chain and demonstrates transfer, exactly what the PREPARE capstone asks for.

★ **This is our target!**