

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

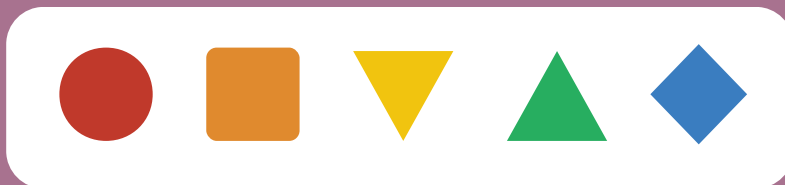
Cluster PREPARE · Modules 1 to 4

Module 1: The Writer's Job Comes First: Choosing a Response Genre

Module 2: The Same Idea, Many Jobs: Purpose and Audience Change the Writing

Module 3: Choose the Route and the Planning HABIT

Module 4: Independent Genre Decision and Transfer



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster PREPARE · Module 1

The Writer's Job Comes First: Choosing
a Response Genre



Name: _____



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Grade 4 • Cluster PREPARE • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



The Writer's Job Comes First: Choosing a Response Genre

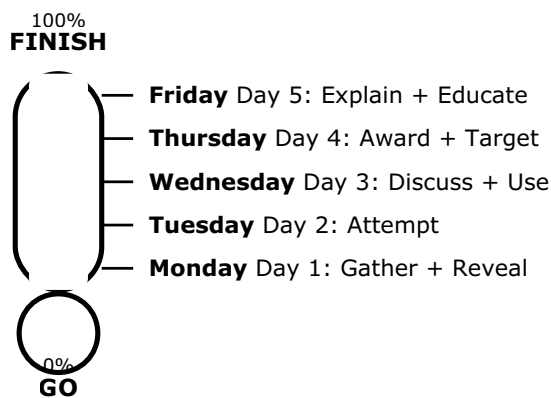
Why This Matters to Me

Prepared writers begin with a decision. A writing task becomes clearer when the writer identifies the job before choosing the form. One source experience can support many different writing jobs, and I choose the response genre from the topic, purpose, and audience before drafting.

Essential Question

How does a writer move from a writing situation to a justified genre and an effective draft?

My Week Tracker



Color in one section at the **END** of each day, after I finish that day's work. Watch my week rise from **GO** to **FINISH**!

My First Thinking

I Can

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can name the topic, purpose, and audience for a writing job.
- I can tell the source's reading genre apart from my response genre.
- I can plan and draft a personal narrative using TRAILS.

I Will

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will identify the topic, purpose, and audience before I choose a genre.
- I will select a response genre and justify it with the writing job.
- I will develop an experience with TRAILS rather than list events.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
The Genre Compass and the Response Ecosystem.	"Dream" and "Serve" (fiction).	A PREPARE header, a TRAILS plan, and a personal narrative.

Where We Are Going

I will name the writing job, choose the genre that fits, and then plan and draft with the tools of that genre.

I'll Know I've Got It When...

- ☐ I can name the topic, purpose, and audience for a writing job.
- ☐ I can choose the response genre that fits the job and explain why.
- ☐ I can tell the difference between the source's reading genre and my response genre.
- ☐ I can plan a personal narrative with TRAILS and draft it for classmates.
- ☐ I can revise one sentence for structure and edit for conventions.

Check Myself

- ☐ I named the job before the genre.
- ☐ I gave a reason for my genre.

How I Will Show What I Know

My Genre Signal Sort sheet, my PREPARE header, TRAILS plan, and draft, and my Turn and Teach.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I name the route for three writing directions.
Reveal	Day 1	I learn the PREPARE Decision one step at a time.
Attempt	Day 2	I play Genre Signal Sort and defend each placement.
Discuss	Day 3	I separate source genre from response genre.
Use Independently	Day 3	I write a personal narrative planned with TRAILS.
Award	Day 4	I award myself with evidence from my work.
Target	Day 4	I choose one specific next action.
Explain/Educate	Day 5	I teach the Genre Match to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.12A(i):

compose literary texts using genre characteristics

4.12A(ii):

compose literary texts using craft

4.11C(i):

revise drafts to improve sentence structure

4.11D(i):

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

4.11D(vii):

edit drafts using standard English conventions, including singular nouns

4.11D(ix):

edit drafts using standard English conventions, including common nouns

4.11D(xxxv):

edit drafts using standard English conventions, including correct spelling of high-frequency words

Call and Response

Read this together as a class before we start.

Teacher asks: "What comes before the form?"

Class answers: "The writing job comes first!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

A writing task becomes clearer when I identify the job before choosing the form. The passage gives me content. The writing direction gives me the job.

A connection I can make

Remember It!

- ☐ Topic: what the writing is about.
- ☐ Purpose: the job the writing must do (narrate, explain, justify, and more).
- ☐ Audience: the reader or readers the writing is for.

One idea I remember

Ready Check

- ☐ I can name the topic of a writing job.
- ☐ I can name the purpose with a writing verb.
- ☐ I can name the audience and what that audience needs.

Watch Out! Common Mix-Up

Watch out! The response genre does not have to match the passage's genre.

"Dream" and "Serve" are both fiction. That tells me how the source is written, not how every response must be written. A genre name is not enough, either. I need a topic, purpose, and audience reason.

Where This Fits in My Writing

A source passage does not choose my response genre. My writing job does. When the purpose is to let a reader experience a moment, I choose narrative and develop it with TRAILS instead of listing events.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own.

Part 1: Name the Writing Job

Read the writing direction. Circle the topic. Underline the purpose verb. Box the audience.

Circle the topic. Underline the purpose verb. Box the audience.

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

Topic, purpose, and audience

Part 2: Choose the Route

Which response genre fits this writing job? Explain why.

The best genre is _____ because _____

Part 3: Source Genre or Response Genre?

"Dream" and "Serve" are both fiction. Complete the sentence.

The passage is _____, but the response should be _____ because the writing purpose is _____ for _____.

Part 4: Narrative or List?

Read this response. Does it develop an experience or list events? Explain.

My friend told me to be nice. So I was nice. It was good. The end.

My answer



Words I Need

Tier 1, everyday words



These everyday words help me talk about the writing job. Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
dream		a hope or wish for something better	My dream is _____.
help		to make things easier or better for someone	I can help by _____.
share		to give part of what you have to others	I share _____ with _____.
story		a telling of events, real or imagined	This story is about _____.
reader		the person who reads what a writer makes	My reader needs to _____.
plan		to decide the steps before you begin	My plan is to _____.
change		to become different	The moment I changed was _____.
decide		to make up your mind	I decided to _____.
notice		to see or pay attention to something	I notice that _____.
choose		to pick on purpose	I choose _____ because _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Prepared writers use these academic writing words to talk about the writing job and the response genre. Say each word, then finish the frame with a partner.

Word	Say it	What it means	Sentence frame
genre		a kind of writing, such as narrative, informative, or opinion	The best genre for this job is _____.
topic		what the writing is about	The topic is _____.
purpose		the job the writing must do (narrate, explain, justify, and more)	The purpose is to _____.
audience		the reader or readers the writing is for	The audience is _____.
narrative		writing that develops an experience through a character and events	This narrative develops the experience of _____.
brainstorm		a planning strategy that lists many ideas quickly	I brainstormed by _____.
freewrite		a planning strategy of writing without stopping to find ideas	I freewrote about _____.
map		a planning strategy that organizes ideas visually	I mapped my ideas by _____.
revise		to improve ideas, organization, or sentences	I revised _____.
edit		to correct conventions such as grammar, punctuation, and spelling	I edited _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages, "Dream" and "Serve." Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
justice	JUS-tis	fairness and equal treatment for all people	Justice means _____.
service	SUR-vis	helping others and the community	Service means _____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by _____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, _____.
administration	ad-min-uh-STRAY-shun	the people who help a president lead the country	The administration worked on _____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is _____.
cooperation	koh-op-uh-RAY-shun	working together toward a goal	Cooperation means _____.
perspective	per-SPEK-tiv	the point of view of the person telling something	From this perspective, _____.
memorial	muh-MOR-ee-uhl	a monument that helps people remember a person or event	The Lincoln Memorial helps us remember _____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by _____.

Use one Tier 3 word in a sentence



My Strategy Tools

The Genre Compass



Watch how I think like a prepared writer. Before I draft, I decide what my writing needs to do. A source passage does not choose my response genre. My writing job does.

The Response Ecosystem: Seven Routes

Route	Choose It When the Purpose Is To...
Narrative	let an audience experience an event or discovery
Informative	explain or teach information
Opinion	state and support a judgment
Argumentative	make a claim and defend it with reasons and evidence
Poetry	express an idea through poetic craft
Correspondence	communicate directly with a specific reader
Research / Inquiry	investigate a question using sources

The route I understand best, and why

The PREPARE Decision: Six Steps

- 1. Name the topic in a short phrase.
- 2. Name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate.
- 3. Name the audience and what that audience needs.
- 4. Select the response genre that best accomplishes the job.
- 5. Select a planning strategy that helps organize the thinking (brainstorm, freewrite, or map).
- 6. For formal narrative work, use TRAILS to develop the experience.

TRAILS: Narrative Anatomy

When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS.

TRAILS Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	The people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	The discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S: Setting	Where and when the experience happens, with details that make the place real.

How TRAILS develops an experience instead of a list

How I Say the Standard!

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.12A(i):

compose literary texts using genre characteristics

4.12A(ii):

compose literary texts using craft

4.11C(i):

revise drafts to improve sentence structure

Oral Rehearsal: The Genre Compass Connection

The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____, because the job requires _____.

My Genre Compass sentence

Revision vs. Editing

Revising improves the structure and meaning of a sentence. Editing checks conventions. Fix the structure first, then check agreement, nouns, and spelling.

The Five Thinking Levels

Level	Symbol	Thinking Stage	Description	My Notes
Level 1 • Red	○	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.	
Level 2 • Orange	◻	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.	
Level 3 • Yellow	▽	Visible	Student connects ideas directly to textual evidence or the writing job.	
Level 4 • Green	△	Independent	Student combines evidence with personal reasoning, applying understanding to a genre choice and a draft.	
Level 5 • Blue	◊	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.	

Module 1: Choosing a Response Genre

Focus: the Genre Compass (topic, purpose, audience, genre) and TRAILS narrative.

Level	Student Thinking	HABIT / Task
Recall	Name the topic and the reading genre of a passage.	Identify: State the topic and say the source is fiction.
Skill	Match a writing job to the best response genre.	Categorize: Place a Genre Signal Sort card and defend it.
Strategic	Justify the genre with purpose and audience and plan with TRAILS.	Connect: Explain why the job requires the chosen genre.
Extended	Draft a personal narrative and revise a sentence for structure.	Analyze & Create: Develop an experience and improve it.

A thinking level I want to reach this week, and why



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Both passages are fiction, but they draw on real people and events: Dr. Martin Luther King Jr.'s 1963 march and President John F. Kennedy's 1961 call to serve.

Background I Need

The passages show the reading genre. My writing job decides the response genre.

Words I dotted while reading

Dream

Fiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 1 I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial.
- 2 I was only nine years old, and I had never seen so many people gathered in one place.
- 3 "Why did everyone come?" I asked Mama.
- 4 "Because they want America to be fair for everyone," she said.
- 5 The August sun felt hot on my face. My feet hurt, and I wished I had brought more water. Then Dr. Martin Luther King Jr. stepped forward to speak.
- 6 The crowd became still.
- 7 His voice was strong and steady. He talked about freedom. He talked about justice. Then he began speaking about his dream for the future.
- 8 I looked up at Mama. Tears filled her eyes.
- 9 "Why are you crying?" I whispered.
- 10 "Because I want that dream for you," she answered.
- 11 Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me.
- 12 I imagined schools where every child was welcomed. I imagined neighborhoods where people were judged by their kindness instead of the color of their skin. I imagined growing up in a country that kept becoming better.
- 13 When the speech ended, people cheered and hugged one another.
- 14 On the way home, Mama asked what I would remember most.
- 15 I thought for a moment.
- 16 "That a dream can belong to everyone," I said.
- 17 And somehow, I knew I would carry that dream with me.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve

Fiction passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 1 "Tell me again about President Kennedy," I said, turning on my recorder.
- 2 Grandpa smiled. For my school project, I was interviewing him about the years he worked in President John F. Kennedy's administration.
- 3 "Those were exciting days," Grandpa began. "President Kennedy wanted Americans to think about something important: serving others."
- 4 Grandpa explained that before Kennedy's inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. Grandpa remembered conversations about responsibility, citizenship, and how one person could make a difference.
- 5 "President Kennedy did not want people only asking what they could receive," Grandpa said. "He wanted us to consider what we could give."
- 6 On January 20, Grandpa stood in the cold Washington air and watched Kennedy deliver his inaugural address. When the new president challenged Americans to serve their country, Grandpa heard the crowd respond.
- 7 "What did you think?" I asked.
- 8 "I thought those words could inspire action," he answered.
- 9 A few months later, Grandpa watched that idea grow through the Peace Corps. Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, and friends.
- 10 "Was that part of the same idea?" I asked.
- 11 "Absolutely," Grandpa said. "Serving our country can also mean serving people."
- 12 I switched off my recorder.
- 13 "So even kids can serve?"
- 14 Grandpa smiled.
- 15 "Especially kids. Service begins whenever you notice someone who needs help and decide to do something."
- 16 I wrote one final sentence in my notebook:
- 17 A better world begins when we ask, What can I give?

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Dream

Tap the TRACKS in "Dream." Hunt for all six kinds of evidence and write what you find.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Marking the TRACKS helps me collect details I might reuse for different writing jobs.

My best TRACKS phrase and why I chose it

Annotate: Serve

Tap the TRACKS in "Serve." Hunt for all six kinds of evidence and write what you find.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

"Dream" and "Serve" are both fiction. Does that mean every response must be a story? Explain.

My thinking

My Prompt Marking Notes

A writing direction gives me the job. I mark each part before I choose a genre.

Shape	Word	Question I ask myself
Circle	Topic	What is the writing about?
Underline	Purpose verb	What job must the writing do?
Box	Audience	Who is the writing for, and what do they need?

Circle the topic. Underline the purpose verb. Box the audience.

Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

The topic, purpose, and audience in my own words

STUDENT WORKBOOK



Day 1: Gather + Reveal



The reading source is not the writing job

Our Purpose for Today

I tell the reading source apart from the writing job, and I learn the Genre Compass.

G: Gather: Fast Response Contrast

Read each direction. Name the route.

Writing direction	My route
Tell the story of a moment when the narrator in "Dream" begins to understand Dr. King's idea.	
Explain the meaning of service shown in "Serve."	
State and support a judgment about a helpful action students can take.	

? STOP & THINK

Stop and think: What is the writing job? Name the topic, the purpose, and the audience before you name a genre.

The writing job for one direction above

R: Reveal: The PREPARE Decision

Rehearse each step out loud before you write.

- 1. Name the topic in a short phrase.
- 2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
- 3. Name the audience and what that audience needs.
- 4. Select the response genre that best accomplishes the job.
- 5. Select a planning strategy (brainstorm, freewrite, map).
- 6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using "Dream"

Circle the topic. Underline the purpose verb. Box the audience.

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

Decision	The model shows
Topic	a true experience
Purpose	narrate and reflect
Audience	classmates
Genre	personal narrative
Planning	freewrite to uncover thoughts, then TRAILS to shape the experience

Why personal narrative fits this writing job

Tiny Time: Compass Point

Listen to a short writing job. Point to a compass direction for the decision your teacher names: up for TOPIC, right for PURPOSE, left for AUDIENCE, down for GENRE. Then whisper the genre that fits.

Example job: "Explain service to a younger student."

Direction	Decision	For the example job
Up	TOPIC	
Right	PURPOSE	
Left	AUDIENCE	
Down	GENRE	

⊕ STOP & THINK

Stop and think: The passage is fiction, but that is how the source is written. My response genre comes from my writing job, not from the source.

My own short writing job and its genre

Teacher Model Using "Serve"

Circle the topic. Underline the purpose verb. Box the audience.

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

Decision	The model shows
Topic	service
Purpose	explain
Audience	a younger student
Genre	informative
Planning	map the main idea and examples

Day 1 Closing

Complete with a partner.

The response genre comes from the writing job because _____.

STUDENT WORKBOOK



GENRE SIGNAL SORT

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Stack the 6 task cards face down. Read the complete task card, name TOPIC, PURPOSE, and AUDIENCE, choose the response genre, and defend the decision before earning the point. Store all cards in your Pocket Practice.

Use "Dream" to write a true-to-life story about a student who carries an important idea into school.

Use "Serve" to teach a class what the Peace Corps represents in the passage.

Use both passages to state and support which small student action would strengthen a school community most.

Write a message welcoming a new student and offering one specific kind of help.

Turn the feeling of carrying a dream forward into a short poem.

Investigate how a major public speech can influence later civic action.

Self-Check (back of cards)

This page prints on the back of the card page. Each best route sits behind its own card. Flip a card only after your group has defended its decision.

Best route: Informative. Reason: The purpose is to explain or teach information.

Best route: Narrative. Reason: A story job requires an experience, character actions and thoughts, an important moment, and a lasting effect.

Best route: Correspondence. Reason: The audience is one specific person and the purpose is direct communication.

Best route: Opinion. Reason: The writer makes a judgment and supports it.

Best route: Research / Inquiry. Reason: The task requires questions, sources, and synthesis.

Best route: Poetry. Reason: The purpose is expressive and poetic craft is appropriate.

STUDENT WORKBOOK



Day 2: Attempt

Genre Signal Sort



I attempt the module decision through the game Genre Signal Sort. The goal is not speed alone. Every placement must be defended with a writing-job reason.

Group Roles

Role	Job	My name
Reader	reads the whole writing situation without emphasizing clue words.	
Decision Maker	states the proposed genre and strategy.	
Evidence Speaker	proves the choice using topic, purpose, and audience.	
Checker	compares the decision with the Response Ecosystem and invites a respectful challenge.	

An attempt is allowed to change. A genre name without a topic, purpose, and audience reason does not earn the point. Respectful disagreement: "I see that route. I think _____ fits more strongly because the purpose or audience requires _____."

Round	1	2	3	4	5	6	7	8
My partner								
My point								

The reason that earned my team a point

Genre Signal Sort Recording Sheet

Card	Topic, purpose, audience	Route and reason
1		
2		
3		
4		
5		
6		
7		
8		

Optional Challenge: Two Defensible Routes

Choose a task that could be written in two genres. Earn an extra point when you explain how the purpose would need to shift for the second genre to become the stronger choice.

How the purpose would need to shift

Day 2 Closing

I changed my route from _____ to _____ because _____.

STUDENT WORKBOOK

Day 3: Discuss + Use Independently



I make my reasoning visible

D: Discuss the Decision

Choose one disputed Day 2 card. Reconstruct the decision instead of reading the key.

Discussion Focus 1: Source Genre versus Response Genre

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. A strong writer can use one source to accomplish several writing jobs.

The passage is _____, but the response should be _____ because the writing purpose is _____ for _____.

Discussion Focus 2: Purpose and Audience Evidence

Select one game card. Underline the purpose verb. Box the audience. Write one sentence explaining how those clues support the genre decision.

How the clues support the genre decision

Discussion Focus 3: Planning Strategy Fit

Compare brainstorming, freewriting, and mapping. More than one strategy can work when I can explain how the tool supports the thinking the task requires.

Strategy	What it does	When it helps me
brainstorm	lists many ideas quickly	
freewrite	writing without stopping to find ideas	
map	organizes ideas visually	

The strategy I will use and why it fits

U: Use Independently: Personal Narrative

Circle the topic. Underline the purpose verb. Box the audience.

Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

Required PREPARE Header

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



TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction	My plan
T: Topic or Experience	Name the experience the narrative will develop.	
R: Relationships	Name the people, ideas, responsibilities, or connections that matter.	
A: Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.	
I: Important Moment	Name the discovery, decision, or event that changes the experience.	
L: Lesson or Lasting Effect	State what the writer understands, feels, or carries away.	
S: Setting	Name where and when the experience happens and the details that make the place real.	

? STOP & THINK

Stop and think: If my genre is personal narrative, what is the important moment, and what will my reader carry away? Plan the experience with TRAILS before you fill the page.

My important moment and my lasting effect



My Personal Narrative

Write for classmates who need to understand why the moment mattered.

My narrative

Check My Plan

- ☐ I can state the writing job in one sentence.
- ☐ I can point to the part of my plan that became the important moment.
- ☐ I can explain why my planning strategy fits this experience.
- ☐ I can name one detail my audience needs and one detail it does not need.
- ☐ My ending reveals the lasting effect rather than simply stopping.

Standards Application 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.

Teacher Model	
Original	I heard the words. I changed my mind. I helped.
Revision	After I heard the words, I changed my mind and decided to help.

Revision changed the structure to show the relationship among the actions. Editing then checks agreement, nouns, and spelling without replacing the meaning.

My revised sentence 1

My revised sentence 2

Day 3 Closing

In my draft, underline one sentence that shows the important moment. Star one sentence whose structure I intentionally revised.

STUDENT WORKBOOK

Day 4: Award Yourself + Target



I find evidence of my growth

A: Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Then name the reader benefit the decision created.

- ☐ 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.
- ☐ Sentence Architect Award: I revised sentence structure to make meaning clearer.
- ☐ Convention Checker Award: I edited agreement, nouns, and high-frequency spelling carefully.

I award myself the _____ Award because I _____. This helped my reader _____.

T: Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

- My next writing goal is to _____ because _____.
- A decision I still need to practice is _____.
- A curiosity I want to explore is _____.
- A stress point in my preparation was _____, so next time I will _____.
- I will know I improved when _____.

Helpful target examples: "I will name the audience before I choose the genre." "I will stop using the passage type as my reason for the response genre."

My target

Day 4 Closing

Partner: I heard evidence of your growth when you said _____. Your target is specific because _____.

STUDENT WORKBOOK

Day 5: Explain or Educate Others



I teach the Genre Match

Turn and Teach the Genre Match

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision. Teach without reading every sentence from your notes.

Author-Educator Card

Frame	My answer
My topic is _____.	
My purpose is _____.	
My audience is _____.	
The formal genre is personal narrative because _____.	
I planned by _____ because _____.	
One TRAILS decision I made is _____.	
One sentence I revised is _____.	
One convention I checked is _____.	
One idea I could transfer to another genre is _____.	

My Fresh Recall notes: the preparation chain

Listener Responsibilities

- ☐ Restate the writer's purpose and audience.
- ☐ Name one choice that clearly fits the genre.
- ☐ Ask the author to clarify one decision: "Explain the reason you chose _____."
- ☐ Give evidence-based feedback rather than a general compliment.

My partner's purpose, audience, and one choice that fits the genre

Listen and Label

Listen to the whole writing situation before you decide. Label the best response genre, then defend it with topic, purpose, and audience.

Writing job I hear	My label
1	
2	
3	
4	

Day 5 Closing

Preparation makes my writing stronger because _____.



Write More

Additional Writing Opportunity: Plan and Draft



Writing Prompt

This week I learned the Genre Compass and used TRAILS for personal narrative. Now I prove I can move from a writing job to a justified genre for a purpose and audience I choose.

Circle the topic. Underline the purpose verb. Box the audience.

Choose one idea from "Dream" or "Serve" and write for a NEW purpose and audience of your choice. First complete the PREPARE header (topic, purpose, audience, genre, planning strategy, justification), then draft your response.

My Plan

- 1. Name the topic in a short phrase.
- 2. Choose a purpose verb (narrate, explain, justify, request, reflect, investigate).
- 3. Name your audience and what they need.
- 4. Choose the response genre that fits, and a planning strategy.

Step 1: The Job. Name topic, purpose, and audience.

Step 2: The Genre. Choose the route from the Response Ecosystem and justify it.

Drafting Space



Draft your response in the genre you chose.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I read my draft aloud.
- ☐ I revised one sentence to improve its structure for my reader.

Edit

- ☐ I checked subject-verb agreement.
- ☐ I checked singular and common nouns.
- ☐ I checked high-frequency spelling.

My revised sentence

Share

Read your writing to a partner. Your partner names your purpose and audience and one choice that fits the genre.

My partner named my purpose, my audience, and this choice

Success Criteria

Check each line when I can show it in my work.

Part	I can show...	Check
PREPARE header	My PREPARE header names topic, purpose, audience, genre, and planning strategy.	
Genre choice	My genre choice is justified by the purpose and audience.	
Draft	My draft fits the genre I chose.	

Study the Samples

Read the Low, Medium, and High responses to the Day 3 prompt. Notice what improves from Low to High.

Write a short personal narrative about a time someone's words, actions, or example changed what you thought or decided to do. Plan the experience with TRAILS and write for classmates who need to understand why the moment mattered.

Low

My friend told me to be nice. So I was nice. It was good. The end.

What is working: The student names a moment when someone's words mattered. Teacher notes: This lists events instead of developing an experience. There is no setting, no important moment shown, and no lasting effect explained.

What needs improvement: Use TRAILS to add a setting, the actions and thoughts of the moment, the exact moment the thinking changed, and what the writer carried away.

Medium

In art class, I wanted to quit my drawing because it looked wrong. My partner said, 'Mistakes can become part of the picture.' I looked at my paper again. I turned the smudge into a shadow. I decided to keep going. Now I try again before I give up.

What is working: There is a setting, a line of dialogue, an important moment (deciding to keep going), and a lasting effect. The response develops an experience. Teacher notes: The narrative works, but some sentences are short and similar in structure, and the ending could show the lasting effect more vividly. What needs improvement: Revise two sentences for varied structure, and end with a sentence that shows, rather than states, the lasting effect.

What improves from Low to High?

Study the High Sample

This is the target. Notice how the narrative develops an experience with craft.

High

The gym was loud, but I felt alone at the free-throw line. My hands were shaking, and I almost walked away. Then my coach knelt beside me and said quietly, 'You don't have to be perfect, you just have to try.' Something shifted. I took a slow breath, bent my knees, and let the ball go. It rolled around the rim and dropped through. I did not score every time after that, but I stopped being afraid to try. Now, when a task feels too big, I hear my coach's words and take the first shot anyway.

What is working: A vivid setting, precise actions and dialogue, a clear important moment ("Something shifted"), and a lasting effect shown through a new habit. Sentence structure is varied, and the writing is aimed at classmates who need to feel the moment. Teacher notes: The narrative develops an experience with craft rather than listing events, exactly what TRAILS and the personal-narrative genre ask for.

Formative Check

Component	Student Requirement	Check
Genre Justification	Must name topic, purpose, and audience and justify the genre.	
TRAILS Development	Must develop an experience with an important moment and lasting effect.	
Sentence Revision	Must revise at least one sentence for structure.	
Editing	Must check agreement, nouns, and high-frequency spelling.	

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the topic, purpose, and audience for a writing job.	☐	☐	☐
Choose a response genre and justify it.	☐	☐	☐
Tell the source's reading genre apart from my response genre.	☐	☐	☐
Plan a personal narrative with TRAILS.	☐	☐	☐
Revise one sentence for structure and edit conventions.	☐	☐	☐

One thing I am proud of:

What I am proud of, and where it shows in my work

One thing I want to get better at:

What I want to get better at, and why

Essential Question Answered

How does a writer move from a writing situation to a justified genre and an effective draft?

The answer

By naming the writing job first (topic, purpose, and audience), selecting the response genre that fits, choosing a planning strategy, and developing the response with the tools of that genre (TRAILS for narrative).

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Fresh Recall

Close your notebook. Reconstruct the complete preparation chain from memory. Then check your sequence against the anchor chart.

The preparation chain from memory

Take It Further! One Idea, Three Genres

Give one idea from "Dream" or "Serve" and write three different writing directions for three different genres. Explain exactly which word in the purpose or audience makes each genre appropriate.

- Choose one idea from "Dream" or "Serve."
- Write three different writing directions for three different genres.
- Explain exactly which word in the purpose or audience makes each genre appropriate.
- Challenge: for one of the three, write the first two sentences in the chosen genre.
- Explain how the style or register changed to fit the audience.

My three writing directions and their genres

My First Two Sentences

Write the first two sentences in one chosen genre. Then tell how the style or register fits the audience.

At-Home Connection

Choose one card to talk about with someone at home. Each one ends in a conversation, not a worksheet.

One Idea, Many Jobs

Pick one family memory. Talk about how you would tell it as a story, explain it as information, and turn it into a thank-you note. Notice how the purpose changes what you include.

Ask: What is the difference between the topic you write about and the job your writing has to do?

Family member signature: _____

Change of Mind

Ask someone at home to share a short story about a time someone's words changed what they decided to do. Name the moment their thinking changed.

Ask: Tell me about a time someone's words or example changed your mind.

Family member signature: _____

Same Story, New Audience

Tell the same true story two ways: once to a friend and once to a principal.

Ask: If you told the same true story to a friend and to a principal, what would you change?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member share?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The part of the Genre Compass I can name fastest

Preparation Makes My Writing Stronger

Preparation is not extra work. It is what makes the draft stronger.

Preparation makes my writing stronger because...

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster PREPARE · Module 2

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



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster PREPARE • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



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

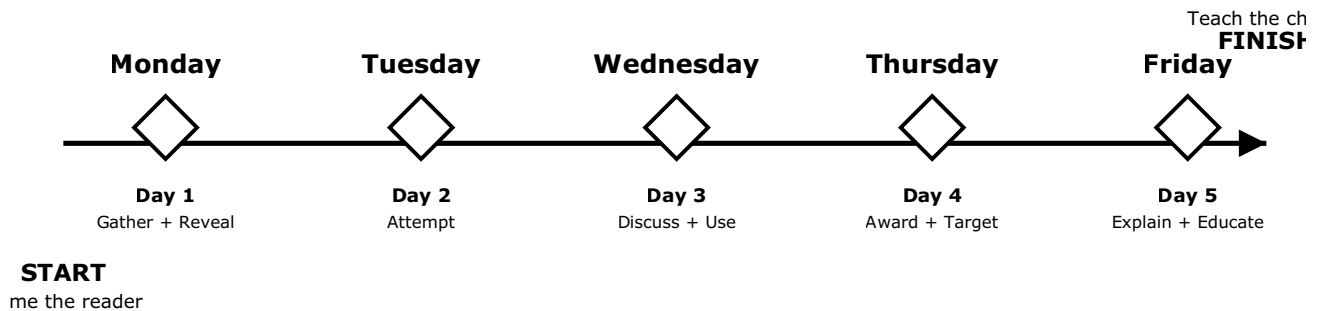
Why This Matters to Me

I move beyond naming genres and learn to match the response to a real audience. Using the richer Medium-Stamina versions of "Dream" and "Serve," I transform one source idea into different writing jobs, then study why a personal narrative needs scene, action, dialogue, reflection, and audience-aware craft.

Essential Question

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

My Purpose and Audience Timeline



At the end of each day, mark the next stop on the timeline. Follow how your choices grow from naming the reader to teaching your craft.

My First Thinking

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.

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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
The Audience Lens and how purpose and audience shape genre, details, style, register, and craft.	The Medium-Stamina versions of "Dream" and "Serve."	A Same Topic, Different Job sheet and an audience-aware personal narrative.

Where We Are Going

I will match a response to a real audience and develop a personal narrative whose details, craft, and register fit the purpose and reader.

I'll Know I've Got It When...

- ☐ I can name topic, purpose, and audience and justify my genre.
- ☐ I can explain how my details or register changed for my audience.
- ☐ I can develop the important moment so my reader can feel it.
- ☐ I can revise one sentence for structure and edit conventions.

Check Myself

- ☐ I named the job before the genre.
- ☐ I gave a reason that fits my reader.

How I Will Show What I Know

My Same Topic, Different Job recording sheet, my audience-aware personal narrative with a TRAILS plan, and my Teach the Choice and the Craft explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I name the route for three writing directions and use the Audience Lens.
Reveal	Day 1	I learn the PREPARE Decision one step at a time.
Attempt	Day 2	I play Same Topic, Different Job and defend each placement.
Discuss	Day 3	I separate source genre from response genre and justify for the reader.
Use Independently	Day 3	I write an audience-aware personal narrative planned with TRAILS.
Award	Day 4	I award myself with evidence from my work.
Target	Day 4	I choose one specific next action.
Explain/Educate	Day 5	I teach the choice and the craft to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.12A(i):

compose literary texts using genre characteristics

4.12A(ii):

compose literary texts using craft

4.11C(i):

revise drafts to improve sentence structure

4.11D(i):

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

4.11D(vii):

edit drafts using standard English conventions, including singular nouns

4.11D(ix):

edit drafts using standard English conventions, including common nouns

4.11D(xxxv):

edit drafts using standard English conventions, including correct spelling of high-frequency words

Call and Response

Read this together as a class before we start.

Teacher asks: "What shapes the writing?"

Class answers: "Purpose and audience shape the writing!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

The same idea can become different kinds of writing. Before I draft, I ask what my reader knows, needs, and expects, and I let that shape my details, craft, and register.

A connection I can make

Remember It!

- ☐ Topic: what the writing is about.
- ☐ Purpose: the job the writing must do (narrate, explain, justify, and more).
- ☐ Audience: the reader or readers the writing is for.
- ☐ Register: how formal or friendly the writing sounds.

One idea I remember

Ready Check

- ☐ I can name the topic of a writing job.
- ☐ I can name the purpose with a writing verb.
- ☐ I can name what my audience knows, needs, and expects.

Watch Out! Common Mix-Up

Watch out! Audience does not mean changing only a greeting or one word. I decide which details need context, how formal the register should be, what examples the reader needs, and which craft helps the reader experience the moment.

Where This Fits in My Writing

Audience is not a greeting I add at the end. It shapes which details I include, how formal I sound, and which craft moves help my reader experience the moment.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own.

Part 1: Name the Writing Job

Read the writing direction. Circle the topic. Underline the purpose verb. Box the audience.

Circle the topic. Underline the purpose verb. Box the audience.

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

Topic, purpose, and audience

Part 2: Choose the Route

Which response genre fits this writing job, and who is the reader? Explain why.

The best genre is _____ because the purpose and audience are _____

Part 3: Source Genre or Response Genre?

"Dream" and "Serve" are both fiction. Complete the sentence.

The passage is _____, but the response should be _____ because the writing purpose is _____ for _____.

Part 4: Narrative or List?

Read this response. Does it develop an experience or list events? Explain.

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

My answer



Words I Need

Tier 1, everyday words



These everyday words help me talk about the writing job. Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
help		to make things easier or better for someone	I chose to help by _____.
share		to give part of what you have to others	I shared _____ with _____.
kind		caring and friendly toward others	A kind choice I made was _____.
choose		to pick on purpose	I choose _____ because _____.
notice		to see or pay attention to something	I noticed that _____.
story		a telling of events, real or imagined	My story is about _____.
reader		the person who reads what a writer makes	My reader needs to _____.
plan		to decide the steps before you begin	My plan is to _____.
change		to become different	The moment that changed me was _____.
feel		to have an emotion or sense	This moment made me feel _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Prepared writers use these academic writing words to talk about the writing job and the response genre. Say each word, then finish the frame with a partner.

Word	Say it	What it means	Sentence frame
perspective		the point of view of the person telling something	From this perspective, _____.
register		how formal or friendly the writing sounds	I chose a _____ register because _____.
craft		the choices a writer makes to shape the writing	One craft move I used is _____.
dialogue		the exact words characters say	The dialogue shows _____.
reflection		the writer's thinking about what a moment meant	My reflection explains _____.
freewriting		a planning strategy of writing without stopping to find ideas	I freewrote about _____.
genre		a kind of writing, such as narrative or informative	The genre that fits is _____.
purpose		the job the writing must do	The purpose is to _____.
audience		the reader or readers the writing is for	The audience is _____.
revise		to improve ideas, organization, or sentences	I revised _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages, "Dream" and "Serve." Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
fairness	FAIR-nis	treating people equally and justly	Fairness means _____.
participation	par-tis-uh-PAY-shun	taking part in something with others	Participation looks like _____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is _____.
cooperation	koh-op-uh-RAY-shun	working together toward a goal	Cooperation means _____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by _____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, _____.
administration	ad-min-uh-STRAY-shun	the people who help a president lead the country	The administration worked on _____.
service	SUR-vis	helping others and the community	Service means _____.
memorial	muh-MOR-ee-uhl	a monument that helps people remember a person or event	The Lincoln Memorial helps us remember _____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by _____.

Use one Tier 3 word in a sentence



My Strategy Tools

The Audience Lens



Watch how I think like a prepared writer. Before I draft, I decide what my writing needs to do and who needs it. A source passage does not choose my response genre. My writing job and my reader do.

The Response Ecosystem: Seven Routes

Route	Choose It When the Purpose Is To...
Narrative	let an audience experience an event or discovery
Informative	explain or teach information
Opinion	state and support a judgment
Argumentative	make a claim and defend it with reasons and evidence
Poetry	express an idea through poetic craft
Correspondence	communicate directly with a specific reader
Research / Inquiry	investigate a question using sources

The route I understand best, and why

The Audience Lens: Know, Need, Expect

Ask	What It Tells Me
Know	What does my reader already know about this topic?
Need	What context, examples, or details must I add for this reader?
Expect	How formal or friendly should the writing sound (the register)?

The PREPARE Decision: Six Steps

- 1. Name the topic in a short phrase.
- 2. Name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate.
- 3. Name the audience and what that audience knows, needs, and expects.
- 4. Select the response genre that best accomplishes the job.
- 5. Select a planning strategy that helps organize the thinking (brainstorm, freewrite, or map).
- 6. For formal narrative work, use TRAILS to develop the experience.

My reader: what they know, need, and expect

TRAILS: Narrative Anatomy

When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS.

TRAILS Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	The people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	The discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S: Setting	Where and when the experience happens, with details that make the place real.

One TRAILS part I want to develop more, and why

The Five Thinking Levels

Level	Symbol	Thinking Stage	Description	My Notes
Level 1 • Red	○	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.	
Level 2 • Orange	◻	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.	
Level 3 • Yellow	▽	Visible	Student connects ideas directly to textual evidence or the writing job.	
Level 4 • Green	△	Independent	Student combines evidence with personal reasoning, applying understanding to a genre choice and a draft.	
Level 5 • Blue	◊	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.	

Module 2: Purpose and Audience Change the Writing

Focus: matching genre, detail, style, and register to a real audience.

Level	Student Thinking	HABIT / Task
Recall	Name the topic and the audience for a writing job.	Identify: State the reader and what they need.
Skill	Match one idea to different writing jobs.	Categorize: Place a Same Topic, Different Job card and defend it.
Strategic	Justify details and register for the audience.	Connect: Explain how the reader changed a writing choice.
Extended	Develop an audience-aware narrative and revise it.	Analyze & Create: Use dialogue and reflection for the reader.

A thinking level I want to reach this week, and why



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

"Dream" follows an eight-year-old beside Mama at Dr. Martin Luther King Jr.'s march. "Serve" shows a granddaughter interviewing her grandfather about President John F. Kennedy's 1961 inauguration and call to serve.

Background I Need

The longer passages include dialogue, reflection, setting, and specific details. I choose which details to use, how formal to sound, and which craft moves help my reader experience the moment.

Words I dotted while reading

Dream

Fiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 1 I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial.
- 2 I was only eight years old, and I had never seen so many people gathered in one place.
- 3 "Why did everyone come?" I asked Mama.
- 4 "Because they want America to be fair for everyone," she said.
- 5 The August sun felt hot on my face. My feet were tired, and I wished I had brought more water. Mama gave me a small smile and squeezed my hand.
- 6 "We came a long way to be here," she reminded me.
- 7 I looked around again. Families stood together. Children sat on their parents' shoulders. People fanned themselves with folded papers. Even though there were so many people, I did not feel afraid. I felt like everyone was waiting for something important.
- 8 Then Dr. Martin Luther King Jr. stepped forward to speak.
- 9 The crowd became quiet.
- 10 His voice was strong and steady. He talked about freedom. He talked about fairness. He talked about hope for the future.
- 11 At first, I tried hard to understand every word. Some parts were difficult for me because I was still a child. But then he began talking about a dream.
- 12 That word I understood.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

13 Dream.

14 I looked up at Mama. Tears filled her eyes.

15 "Why are you crying?" I whispered.

16 "Because I want that dream for you," she answered.

17 I leaned closer to her.

18 "What kind of dream?"

19 "A dream where people are treated with kindness and respect," she said. "A dream where children have a chance to learn, grow, and become whatever they hope to be."

20 I looked back toward Dr. King.

21 Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me.

22 I imagined a school where every child felt welcome. I imagined children playing together at recess without anyone being left out. I imagined neighbors helping each other. I imagined people listening before judging someone they did not know.

23 As Dr. King continued, I noticed people around us nodding their heads. Some smiled. Some held hands. One man near us quietly said, "That is the future I want too."

24 When the speech ended, the crowd cheered. People hugged one another. Mama hugged me so tightly that I laughed.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 25 On the way home, my feet still hurt, but I did not complain.
- 26 Mama asked, "What will you remember most about today?"
- 27 I thought about the crowd, the hot sun, the songs, and Dr. King's powerful voice.
- 28 Then I thought about his dream.
- 29 "That a dream can belong to everyone," I said.
- 30 Mama smiled.
- 31 "And what will you do with that dream?" she asked.
- 32 I looked out the window as we traveled home.
- 33 "I think I will try to help it come true," I said.
- 34 I was only eight years old, but that day I learned something I would never forget.
- 35 Big changes can begin with a dream, and even a child can help carry it forward.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Serve

Fiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 1 "Tell me again about President Kennedy," I said as I placed my recorder on the table between us.
- 2 Grandpa smiled and leaned back in his chair. For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration.
- 3 "Those were exciting days," Grandpa began. "There was a strong feeling that people could help make the country better."
- 4 I opened my notebook and clicked my pen.
- 5 "What did President Kennedy care about most?"
- 6 Grandpa thought for a moment before answering.
- 7 "He cared about many things, but one idea came up again and again. He wanted Americans to think about service."
- 8 Grandpa explained that before Kennedy's inauguration in 1961, many people in the administration discussed ideas that might become part of his speech. They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country.
- 9 "Were you in those conversations?" I asked.
- 10 "Some of them," Grandpa said. "There were many people sharing ideas, asking questions, and thinking carefully about what message the new president wanted Americans to hear."
- 11 I leaned closer.
- 12 "What kind of message?"

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

13 “He did not want people only asking what they could receive,” Grandpa explained. “He wanted us to think about what we could give.”

14 I wrote that down slowly.

15 “What can we give?” I repeated.

16 Grandpa nodded.

17 “Exactly.”

18 Then he told me about January 20, 1961, the day Kennedy delivered his inaugural address. The weather in Washington, D.C., was cold, and Grandpa remembered standing among many people who had gathered to hear the new president speak.

19 “I could see my breath in the air,” Grandpa said. “Everyone was waiting to hear what he would say.”

20 When Kennedy challenged Americans to think about what they could do for their country, Grandpa said the crowd seemed to understand the importance of the message.

21 “What did you think when you heard it?” I asked.

22 “I thought those words could inspire people to act,” he answered. “A speech is only words unless people decide to live by the ideas in it.”

23 I liked that sentence, so I underlined it twice.

24 A few months later, Grandpa watched the same spirit of service grow through the Peace Corps. Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, health workers, and friends.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 25 "Was the Peace Corps connected to the same idea?" I asked.
- 26 Grandpa smiled.
- 27 "Very much so. It showed that serving your country can also mean serving other people."
- 28 I looked at him for a moment.
- 29 "So service does not have to be something huge?"
- 30 "Not at all," Grandpa said. "Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home."
- 31 I glanced at my notebook.
- 32 "What about kids?"
- 33 Grandpa leaned forward.
- 34 "Kids can serve too. You can help a classmate, welcome someone new, pick up litter, share what you have, or notice when someone needs encouragement."
- 35 I switched off my recorder.
- 36 "So the big idea is really about helping?"
- 37 Grandpa nodded.
- 38 "Helping, caring, and choosing to give something of yourself."
- 39 I wrote one final sentence at the bottom of the page:
- 40 A better world begins when we ask, What can I give?

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Dream

TRACKS marks: the time and setting (T, S), the narrator's reactions (R), the actions (A), the people (C), and the key knowledge about Dr. King's dream (K).

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Marking the TRACKS helps me collect details that could shape different writing jobs for different readers.

My best TRACKS phrase and why I chose it

Annotate: Dream (continued)

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

"Dream" and "Serve" are both fiction. Does that mean every response must be a story? Explain how the writing job and the audience decide.

My thinking

My Prompt Marking Notes

A writing direction gives me the job, and the audience tells me who needs it. I mark each part before I choose a genre.

Shape	Word	Question I ask myself
Circle	Topic	What is the writing about?
Underline	Purpose verb	What job must the writing do?
Box	Audience	Who is the writing for, and what do they know, need, and expect?

Circle the topic. Underline the purpose verb. Box the audience.

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.

The topic, purpose, and audience in my own words

STUDENT WORKBOOK



Day 1: Gather + Reveal



The reader shapes the writing

Our Purpose for Today

I reveal how purpose and audience change genre, detail, style, register, and narrative craft.

G: Gather: Fast Response Contrast

Read each direction. Name the route.

Writing direction	My route
Tell a younger student about one meaningful service experience as a story.	
Explain service to a school visitor who needs clear information.	
Write a respectful message to a principal requesting a service opportunity.	

? STOP & THINK

Stop and think: What is the writing job, and who is the reader? Name the topic, purpose, and audience before you name a genre.

The writing job for one direction above

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

Rehearse each step out loud before you write.

- 1. Name the topic in a short phrase.
- 2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
- 3. Name the audience and what that audience knows, needs, and expects.
- 4. Select the response genre that best accomplishes the job.
- 5. Select a planning strategy (brainstorm, freewrite, map).
- 6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using "Dream"

Circle the topic. Underline the purpose verb. Box the audience.

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

Decision	The model shows
Topic	a true experience
Purpose	narrate and reflect
Audience	classmates who need to feel the moment
Genre	personal narrative
Planning	freewrite to uncover thoughts, then TRAILS to shape the experience

Why personal narrative fits this writing job and this audience

Tiny Time: Audience Switch

Listen for your teacher to name a reader. Show formal (stand tall, hands folded) or friendly (relaxed, easy wave), then whisper one detail that reader would need.

One detail that reader would need

Partner Talk

Tell your partner the writing job in one sentence. Name the reader and one thing that reader needs.

My partner's writing job and reader

Teacher Model Using "Serve"

Circle the topic. Underline the purpose verb. Box the audience.

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

Decision	The model shows
Topic	service
Purpose	explain
Audience	a younger student who needs simple examples
Genre	informative
Planning	map the main idea and examples

Day 1 Closing

Complete with a partner.

The response genre comes from the writing job because _____.

STUDENT WORKBOOK



SAME TOPIC, DIFFERENT JOB

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Stack the 6 task cards face down. Read the complete task card, name TOPIC, PURPOSE, and AUDIENCE, choose the response genre, and defend the decision before earning the point. Store all cards in your Pocket Practice.

Write the child's experience at the Lincoln Memorial for classmates who need to feel the moment.

Explain to younger students why small acts of service matter.

Write to a principal requesting a student service project.

Defend a claim that students should have a regular service opportunity at school.

State which character lesson from "Dream" or "Serve" is most useful for fourth graders and support the judgment.

Express the idea that one small action can spread outward through a poem.

Self-Check (back of cards)

This page prints on the back of the card page. Each best route sits behind its own card. Flip a card only after your group has defended its decision.

Best route: Informative. Reason: Clear examples and accessible explanation fit a teaching purpose.

Best route: Narrative. Reason: Scene, dialogue, actions, thoughts, and reflection fit the audience and narrative purpose.

Best route: Argumentative. Reason: The task requires a claim, reasons, evidence, and a response to other views.

Best route: Correspondence. Reason: A direct audience and a request call for respectful correspondence.

Best route: Poetry. Reason: The purpose is expressive; imagery, voice, and sound can carry the idea.

Best route: Opinion. Reason: The task asks for a judgment supported by reasons and examples.

STUDENT WORKBOOK



Day 2: Attempt

Same Topic, Different Job



I attempt the module decision through the game Same Topic, Different Job. The goal is not speed alone. Every placement must be defended with a writing-job reason.

Group Roles

Role	Job	My name
Reader	reads the whole writing situation without emphasizing clue words.	
Decision Maker	states the proposed genre and strategy.	
Evidence Speaker	proves the choice using topic, purpose, and audience.	
Checker	compares the decision with the Response Ecosystem and invites a respectful challenge.	

An attempt is allowed to change. A genre name without a topic, purpose, and audience reason does not earn the point. Respectful disagreement: "I see that route. I think _____ fits more strongly because the purpose or audience requires _____."

Round	1	2	3	4	5	6
My partner						
My point						

The reason that earned my team a point

Same Topic, Different Job Recording Sheet

Card	Topic, purpose, audience	Route and reason
1		
2		
3		
4		
5		
6		
7		
8		

Optional Challenge: Two Defensible Routes

Choose a task that could be written in two genres. Earn an extra point when you explain how the purpose would need to shift for the second genre to become the stronger choice.

How the purpose would need to shift

Day 2 Closing

I changed my route from _____ to _____ because _____.

STUDENT WORKBOOK

Day 3: Discuss + Use Independently



I make my reasoning visible

D: Discuss the Decision

Choose one disputed Day 2 card. Reconstruct the decision instead of reading the key.

Discussion Focus 1: Source Genre versus Response Genre

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. A strong writer can use one source to accomplish several writing jobs.

The passage is _____, but the response should be _____ because the writing purpose is _____ for _____.

Discussion Focus 2: Purpose and Audience Evidence

Select one game card. Underline the purpose verb. Box the audience. Write one sentence explaining how those clues support the genre decision.

How the clues support the genre decision

Discussion Focus 3: Planning Strategy Fit

Compare brainstorming, freewriting, and mapping. More than one strategy can work when I can explain how the tool supports the thinking the task requires.

Strategy	What it does	When it helps me
brainstorm	lists many ideas quickly	
freewrite	writing without stopping to find ideas	
map	organizes ideas visually	

The strategy I will use and why it fits

U: Use Independently: Audience-Aware Personal Narrative

Circle the topic. Underline the purpose verb. Box the audience.

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.

Required PREPARE Header

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



TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction	My plan
T: Topic or Experience	Name the experience the narrative will develop.	
R: Relationships	Name the people, ideas, responsibilities, or connections that matter.	
A: Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.	
I: Important Moment	Name the discovery, decision, or event that changes the experience.	
L: Lesson or Lasting Effect	State what the writer understands, feels, or carries away.	
S: Setting	Name where and when the experience happens and the details that make the place real.	

Teacher Conferencing Cues

- ☐ State the writing job in one sentence.
- ☐ Point to the part of your plan that will become the important moment.
- ☐ Explain why your planning strategy fits this experience.
- ☐ Name one detail your audience needs and one detail it does not need.
- ☐ Show where your ending reveals the lasting effect rather than simply stopping.

The TRAILS part that will carry my important moment



My Personal Narrative

Write for classmates who need to understand why the moment mattered.

My narrative

Check My Plan

- ☐ I can state the writing job in one sentence.
- ☐ I can point to the part of my plan that became the important moment.
- ☐ I can explain why my planning strategy fits this experience.
- ☐ I can name one detail my audience needs and one detail it does not need.
- ☐ My ending reveals the lasting effect rather than simply stopping.

Standards Application 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.

Teacher Model	
Original	I saw her alone. I felt unsure. I sat down.
Revision	When I saw her sitting alone, I felt unsure, but I decided to sit down beside her.

Revision changed the structure to show how the actions connect. Editing then checks agreement, nouns, and spelling without replacing the meaning.

My revised sentence 1

My revised sentence 2

Day 3 Closing

In my draft, underline one sentence that shows the important moment. Star one sentence whose structure I intentionally revised.

STUDENT WORKBOOK

Day 4: Award Yourself + Target



I find evidence of my growth

A: Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Then name the reader benefit the decision created.

- ☐ 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.
- ☐ Sentence Architect Award: I revised sentence structure to make meaning clearer.
- ☐ Convention Checker Award: I edited agreement, nouns, and high-frequency spelling carefully.

I award myself the _____ Award because I _____. This helped my reader _____.

T: Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

- My next writing goal is to _____ because _____.
- A decision I still need to practice is _____.
- A curiosity I want to explore is _____.
- A stress point in my preparation was _____, so next time I will _____.
- I will know I improved when _____.

Helpful target examples: "I will choose dialogue only when it helps my audience understand the important moment." "I will adjust my register when I write to a formal audience."

My target

Day 4 Closing

Partner: I heard evidence of your growth when you said _____. Your target is specific because _____.

STUDENT WORKBOOK

Day 5: Explain or Educate Others



I teach the choice and the craft

Teach the Choice and the Craft

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision. Teach without reading every sentence from your notes.

Author-Educator Card

Frame	My answer
My topic is _____.	
My purpose is _____.	
My audience is _____.	
The formal genre is personal narrative because _____.	
I planned by _____ because _____.	
One TRAILS decision I made is _____.	
One craft choice I made for my audience is _____.	
One sentence I revised is _____.	
One convention I checked is _____.	

My Fresh Recall notes: the preparation chain

Listener Responsibilities

- ☐ Restate the writer's purpose and audience.
- ☐ Name one choice that clearly fits the genre and the reader.
- ☐ Ask the author to clarify one decision: "Explain the reason you chose _____."
- ☐ Give evidence-based feedback rather than a general compliment.

My partner's purpose, audience, and one choice that fits the genre

Listen and Label

Listen to the whole writing situation before you decide. Label the best response genre, then defend it with topic, purpose, and audience.

Writing job I hear	My label
1	
2	
3	
4	

Day 5 Closing

Preparation makes my writing stronger because _____.



Write More

Additional Writing Opportunity: Plan and Draft



Writing Prompt

This week I learned that purpose and audience change the writing. Now I prove I can shape the same idea for two different readers.

Circle the topic. Underline the purpose verb. Box the audience.

Choose one idea from "Dream" or "Serve" and write for a NEW purpose and audience of your choice. First complete the PREPARE header (topic, purpose, audience, genre, planning strategy, justification), then draft your response.

My Plan

- 1. Name the topic in a short phrase.
- 2. Choose a purpose verb (narrate, explain, justify, request, reflect, investigate).
- 3. Name your audience and what they know, need, and expect.
- 4. Choose the response genre that fits, and a planning strategy.

Step 1: The Idea. Name the one idea both pieces will share.

Step 2: Reader One. Name the audience and their know/need/expect.

Step 3: Reader Two

Drafting Space



Draft an opening for each reader.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I read both openings aloud.
- ☐ I revised one sentence in each so it fits its reader more clearly.

Edit

- ☐ I checked subject-verb agreement.
- ☐ I checked singular and common nouns.
- ☐ I checked high-frequency spelling.

My revised sentence

Share

Read both openings to a partner. Your partner names each audience and one choice that fits it.

My partner named each audience and this choice

Success Criteria

Check each line when I can show it in my work.

Part	I can show...	Check
PREPARE header	Each opening has a PREPARE header naming topic, purpose, audience, genre, and planning strategy.	
Audience fit	Each opening fits its audience's needs.	
Register	The register (formal or friendly) fits each reader.	
Explanation	I can explain what changed and why.	

Study the Samples

Read the Low, Medium, and High responses to the Day 3 prompt. Notice what improves from Low to High.

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.

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.

What improves from Low to High?

Study the High Sample

This is the target. Notice how the narrative develops an experience with audience-aware craft.

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.

Formative Check

Component	Student Requirement	Check
Audience Awareness	Must choose details and register that fit the reader.	
TRAILS Development	Must develop the important moment with dialogue and reflection.	
Sentence Revision	Must revise at least one sentence for structure.	
Editing	Must check agreement, nouns, and high-frequency spelling.	

Which single change made the biggest difference for the reader, and why?



Look Back & Look Forward

I own my learning



My Progress Tracker

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

One thing I am proud of:

What I am proud of, and where it shows in my work

One thing I want to get better at:

What I want to get better at, and why

Essential Question Answered

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

The answer

The reader decides which details to include, which examples are needed, and how formal the register should be. A writer chooses genre, detail, craft, and register to fit the purpose and audience from the start.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Fresh Recall

Close your notebook. Reconstruct the complete preparation chain from memory. Then check your sequence against the anchor chart.

The preparation chain from memory

Take It Further! One Idea, Two Audiences

Take one idea from "Dream" or "Serve" and write it for two different audiences of your choice. Complete a PREPARE header for each, then draft two short openings that fit each reader.

- Choose one idea from "Dream" or "Serve."
- Name two audiences and what each one knows, needs, and expects.
- Write an opening for each reader.
- Annotate how the detail, register, and conventions changed for each audience.
- Challenge: explain which single change made the biggest difference for the reader and why.

My two openings and what changed for each reader

My Two Openings

Write one opening for each reader. Then tell how the detail, register, and conventions fit each audience.

At-Home Connection

Choose one card to talk about with someone at home. Each one ends in a conversation, not a worksheet.

How Would You Tell It?

Pick one small memory. Tell it once for a younger child and once for a grown-up. Talk about how the words and details changed for each listener.

Ask: How would you tell the same story differently to a friend than to a principal?

Family member signature: _____

The Helping Moment

Share a time someone in the family chose to include or help another person. Name the exact moment that mattered most.

Ask: Tell me about a time you chose to include or help someone.

Family member signature: _____

Two Listeners

Ask your child to retell a small experience twice, once for a younger child and once for a grown-up. Notice together how the details and the way it sounds change for each listener.

Ask: What details does a reader need if they were not there with you?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member share?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The part of the Audience Lens I can name fastest

Preparation Makes My Writing Stronger

Preparation is not extra work. It is what makes the draft stronger.

Preparation makes my writing stronger because...

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster PREPARE · Module 3

Choose the Route and the Planning
HABIT



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster PREPARE • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Choose the Route and the Planning HABIT



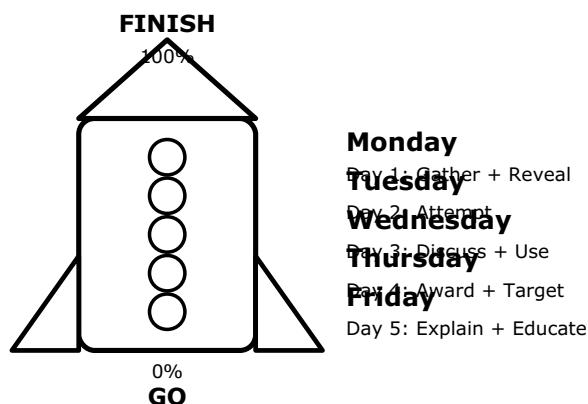
Why This Matters to Me

The plan matches the job. Planning becomes powerful when writers understand that different writing jobs call for different ways of organizing thought. A planning tool is useful only when it helps organize the thinking the selected genre needs.

Essential Question

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

My Week Tracker



**Color in one part of the rocket at the END of each day, after I finish that day's work.
Watch my week launch from GO to FINISH!**

My First Thinking

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.

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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to match brainstorm, freewrite, or map to the job.	"Dream" and "Serve" (High Stamina).	A justified plan, a TRAILS plan, and a personal narrative.

Where We Are Going

Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

I'll Know I've Got It When...

- ☐ I can name a genre and a planning strategy and justify both.
- ☐ I can explain why my planning strategy fits the job.
- ☐ I can develop the important moment so my reader can feel it.
- ☐ I can revise two sentences for structure and edit conventions.

Check Myself

- ☐ I compared strategies before I chose.
- ☐ I gave a reason for my plan.

How I Will Show What I Know

My Genre Route Relay sheet, my justified plan and narrative, and my PREPARE Coach explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I name a route and a planning strategy.
Reveal	Day 1	I learn the six-step PREPARE Decision.
Attempt	Day 2	I play Genre Route Relay and defend each pair.
Discuss	Day 3	I compare brainstorm, freewrite, and map.
Use Independently	Day 3	I plan and write a personal narrative.
Award	Day 4	I award myself with evidence from my work.
Target	Day 4	I choose one specific next action.
Explain/Educate	Day 5	I coach a partner through the chain.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.12A(i):

compose literary texts using genre characteristics

4.12A(ii):

compose literary texts using craft

4.11C(i):

revise drafts to improve sentence structure

4.11D(i):

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

4.11D(vii):

edit drafts using standard English conventions, including singular nouns

4.11D(ix):

edit drafts using standard English conventions, including common nouns

4.11D(xxxv):

edit drafts using standard English conventions, including correct spelling of high-frequency words

Call and Response

Read this together as a class before we start.

Teacher asks: "What does the plan match?"

Class answers: "The plan matches the job!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I know the Genre Compass and the Audience Lens. This week I add the planning decision: after I choose a genre, I choose a planning strategy that organizes the thinking that genre needs.

A connection I can make

Remember It!

- ☐ Brainstorm: generate many ideas quickly.
- ☐ Freewrite: uncover thinking by writing without stopping.
- ☐ Map: show how ideas connect.

One idea I remember

Ready Check

- ☐ I can name the three planning strategies.
- ☐ I can match a planning strategy to a writing job.
- ☐ I can explain why a strategy fits the thinking the job needs.

Watch Out! Common Mix-Up

Watch out! One planning strategy is not always best. There is no universal winner. The test is whether the tool organizes the thinking this job needs. A plan is not a finished worksheet, either. The plan organizes thinking so the draft is stronger.

Where This Fits in My Writing

There is no single best planning strategy. A brainstorm generates, a freewrite uncovers, and a map connects.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own.

Part 1: Name the Writing Job

Read the writing direction. Circle the topic. Underline the purpose verb. Box the audience.

Circle the topic. Underline the purpose verb. Box the audience.

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

Topic, purpose, and audience

Part 2: Choose the Route

Which response genre fits this writing job? Explain why.

The best genre is _____ because _____

Part 3: Source Genre or Response Genre?

"Dream" and "Serve" are both fiction. Complete the sentence.

Part 4: Plan or No Plan?

Read this response. No planning strategy is named. Does it develop an experience or list events? What plan would help?

I helped clean up. It was good. Helping is nice. The end.

My friend told me to be nice. So I was nice. It was good. The end.

My answer



Words I Need

Tier 1, everyday words



These everyday words help me talk about planning. Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
plan		to decide the steps before you begin	My plan is to _____.
choose		to pick on purpose	I choose _____ because _____.
help		to make things easier or better for someone	I chose to help by _____.
notice		to see or pay attention to something	I noticed a way to _____.
change		to become different	The moment that changed me was _____.
decide		to make up your mind	I decided to _____.
share		to give part of what you have to others	I shared _____ with _____.
story		a telling of events, real or imagined	My story is about _____.
reader		the person who reads what a writer makes	My reader needs to _____.
try		to make an effort to do something	I will try to _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Writers use these academic words to talk about planning and organizing thought. Say each word, then finish the frame with a partner.

Word	Say it	What it means	Sentence frame
strategy		a planned way of doing something	My planning strategy is _____.
mapping		drawing how ideas connect	I used mapping to show _____.
sequence		the order in which things happen	The sequence of events is _____.
relevant		closely connected to the topic or job	This detail is relevant because _____.
transition		a word or phrase that connects ideas	The transition connects _____ to _____.
revise		to improve ideas, organization, or sentences	I revised _____.
brainstorm		a planning strategy that lists many ideas quickly	I brainstormed _____.
freewrite		a planning strategy of writing without stopping to find ideas	I freewrote about _____.
genre		a kind of writing, such as narrative or informative	The genre that fits is _____.
draft		an early version of a piece of writing	In my draft I _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages, "Dream" and "Serve." Say each word, then finish the frame.

Word	Say it	What it means	Sentence frame
determination	di-tur-muh-NAY-shun	the choice to keep working toward a goal	Determination helped _____.
contribution	kon-truh-BYOO-shun	something helpful a person gives	My contribution can be _____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by _____.
opportunity	op-er-TOO-nuh-tee	a chance to do something	One opportunity to help is _____.
citizenship	SIT-uh-zuhn-ship	being a responsible member of a community or country	A citizen shows citizenship by _____.
participation	par-tis-uh-PAY-shun	taking part in something with others	Participation looks like _____.
responsibility	ri-spon-suh-BIL-uh-tee	a duty or job a person is trusted to do	One responsibility I have is _____.
service	SUR-vis	helping others and the community	Service means _____.
inauguration	in-aw-gyuh-RAY-shun	the ceremony when a president begins to serve	At the inauguration, _____.
Peace Corps	PEES kor	a service program whose volunteers help communities in other countries	The Peace Corps helped by _____.

Use one Tier 3 word in a sentence



My Strategy Tools

The Plan Matches the Job



I know the Genre Compass and the Audience Lens. This week I add the planning decision: after I choose a genre, I choose a planning strategy that organizes the thinking that genre needs.

The Three Planning Strategies

Strategy	What It Does Best	Choose It When You Need To...
Brainstorm	generate many ideas quickly	list possible reasons, examples, or actions before choosing the strongest
Freewrite	uncover thinking by writing without stopping	find the moment-by-moment thoughts and feelings inside an experience
Map	show how ideas connect	organize categories, relationships, and sequence around a central idea

The strategy I use most, and a job where another strategy would fit better

The PREPARE Decision: Six Steps

- 1. Name the topic in a short phrase.
- 2. Name the purpose with a writing verb (narrate, explain, justify, request, reflect, investigate).
- 3. Name the audience and what that audience needs.
- 4. Select the response genre that best accomplishes the job.
- 5. Select the planning strategy that organizes the thinking the genre needs.
- 6. For formal narrative work, use TRAILS to develop the experience.

TRAILS: Narrative Anatomy

TRAILS Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	The people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	The discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S: Setting	Where and when the experience happens, with details that make the place real.

Oral Rehearsal: The Planning Connection

My genre is _____. My planning strategy is _____ because it helps me _____ (generate, uncover, or connect) the thinking this job needs.

How I Say the Standard!

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.11C(i):

revise drafts to improve sentence structure

The Five Thinking Levels

Level	Symbol	Thinking Stage	Description	My Notes
Level 1 • Red	○	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.	
Level 2 • Orange	□	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.	
Level 3 • Yellow	▽	Visible	Student connects ideas directly to textual evidence or the writing job.	
Level 4 • Green	△	Independent	Student combines evidence with personal reasoning, applying understanding to a genre and planning choice.	
Level 5 • Blue	◇	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.	

Module 3: Choose the Route and the Planning Strategy

Level	Student Thinking	HABIT / Task
Recall	Name the three planning strategies.	Identify: State brainstorm, freewrite, and map.
Skill	Match a planning strategy to a writing job.	Categorize: Place a Genre Route Relay card and defend it.
Strategic	Justify the planning route for the thinking the job needs.	Connect: Explain how the tool organizes the thinking.
Extended	Plan and develop a narrative and revise it.	Analyze & Create: Produce a usable plan and a stronger draft.

A thinking level I want to reach this week



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The passages are fiction tied to real history: Dr. Martin Luther King Jr.'s march and President John F. Kennedy's 1961 call to serve.

Background I Need

Longer passages carry more connected thinking, so the plan must organize it.

Words I dotted while reading

Dream

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

1 I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.

2 Some people carried colorful signs with hopeful messages. Others sang songs together, while families talked quietly as they waited for the program to begin. Children rested on their parents' shoulders so they could see above the crowd, and volunteers carefully passed cups of water to people who had been standing in the sunshine for a long time.

3 I was only eight years old, and everything around me seemed important and unforgettable.

4 "Why did everyone come here today?" I asked Mama as we slowly moved forward.

5 She looked down at me and smiled.

6 "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."

7 I nodded, although I was still trying to understand exactly what she meant.

8 The afternoon was warm, and my feet were getting tired from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.

9 "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this."

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

10 I looked around again, wondering what I would remember.

11 Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive memorial rising above us or the reflection of sunlight on the water nearby. Maybe I would remember the excitement in the voices of the people around me.

12 Then Dr. Martin Luther King Jr. stepped forward to speak.

13 Almost immediately, the people around us became quiet.

14 His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, and hope for the future. Some of his words were unfamiliar to me, and some of his sentences were longer than the ones I usually heard in school, so I listened carefully and tried to understand his message.

15 Then he began speaking about a dream.

16 That was a word I understood immediately.

17 Dream.

18 I had dreams all the time. I dreamed about becoming a teacher, visiting interesting places, learning to play the piano, and someday having a puppy of my own. Until that afternoon, however, I had never considered that an entire country could share a dream.

19 I looked up at Mama and noticed tears shining in her eyes.

20 "Why are you crying?" I whispered.

21 She leaned closer so I could hear her answer.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

22 "Because I want that dream for you," she said.

23 "What kind of dream?"

24 "A dream where every person is treated with kindness and respect," she explained. "A dream where children have opportunities to learn, grow, and become the people they are capable of becoming."

25 I looked back toward Dr. King and listened even more carefully.

26 Suddenly, the speech seemed different to me. It was not only about important leaders, grown-up decisions, or events that had happened long before I was born. It was also about ordinary families, neighborhoods, classrooms, and children like me.

27 I imagined a school where every student felt welcome and appreciated. I pictured children sharing crayons, books, playground equipment, and ideas without leaving anyone behind. I imagined teachers encouraging every student to work hard and discover something wonderful about the future.

28 As Dr. King continued speaking, my imagination traveled even farther.

29 I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance. I imagined people listening patiently when someone else had a different experience or idea.

30 The more I listened, the more I understood that a dream was not only something that happened while a person slept.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 31 A dream could also be a possibility.
- 32 It could be something people hoped for, prepared for, and worked toward together.
- 33 Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, "That is the future I want too."
- 34 His words stayed in my mind.
- 35 I wondered what I could do to help create a better future. I was only eight years old, so I knew I could not solve enormous problems by myself, but perhaps I could begin with smaller actions.
- 36 I could invite someone new to play at recess.
- 37 I could help a classmate who was having difficulty with an assignment.
- 38 I could listen when someone needed encouragement.
- 39 I could be respectful, responsible, patient, and generous.
- 40 Maybe important changes did not always begin with something enormous. Maybe sometimes they began with one thoughtful decision, followed by another.
- 41 When Dr. King finished speaking, the crowd erupted with applause and celebration. People cheered, hugged one another, and smiled with excitement. Mama wrapped her arms around me so tightly that I started laughing.
- 42 "You are squeezing me!" I told her.
- 43 She laughed too and finally let go.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

44 As we began our journey home, my feet still hurt and I was exhausted from the long afternoon, but I did not complain. My mind was too busy remembering everything I had experienced.

45 Mama eventually asked, "What will you remember most about today?"

46 I thought about the enormous crowd, the peaceful songs, the bright sunshine, the impressive memorial, and Dr. King's powerful voice.

47 Then I thought about the dream.

48 "That a dream can belong to everyone," I answered.

49 Mama smiled.

50 "And what will you do with that dream?" she asked.

51 I looked out the window and watched the buildings disappear behind us as we traveled farther away.

52 For several moments, I considered her question carefully.

53 "I think I will try to help it come true," I finally said.

54 Mama reached over and squeezed my hand again.

55 I was only eight years old, but that afternoon I learned something important that I would carry with me for many years.

56 A dream can begin as an idea, grow through determination, and become stronger when people share it with others.

57 Most importantly, I learned that even a child can participate in making the world a kinder, more hopeful, and more welcoming place.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 1 "Tell me again about President Kennedy," I said as I placed my recorder carefully on the kitchen table between us.
- 2 Grandpa smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration.
- 3 "Those were exciting days," Grandpa began. "There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."
- 4 I opened my notebook, clicked my pen, and wrote the date across the top of the page.
- 5 "What did President Kennedy care about most?" I asked.
- 6 Grandpa paused for a moment because, as he often told me, important questions deserved careful answers.
- 7 "He cared about many things," Grandpa said. "But one idea came up again and again. He wanted Americans to think about service, responsibility, and participation. He believed people should not simply wait for someone else to improve the world around them."
- 8 I wrote down the words service, responsibility, and participation.
- 9 "Were those ideas part of the speech?" I asked.
- 10 "Yes," Grandpa said. "Before the inauguration in 1961, many people around President Kennedy discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

11 My eyes widened.

12 "You actually talked about the speech before he gave it?"

13 Grandpa laughed softly.

14 "Not every sentence, of course. President Kennedy and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, and the responsibility people have to contribute to their communities."

15 I leaned closer because this was the part I had been waiting to hear.

16 "What did you say?"

17 Grandpa looked toward the window for a moment, almost as if he were looking back through time.

18 "I remember saying that people sometimes think government is only about what leaders do for citizens," he explained. "But citizenship is also about what citizens do for one another. A strong country is built when people participate, cooperate, and serve."

19 I underlined that sentence in my notebook.

20 Grandpa continued.

21 "President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give."

22 I stopped writing.

23 "What can we give?" I repeated.

24 Grandpa nodded.

25 "Exactly. That was the heart of it."

26 I liked that idea, but I was not sure I completely understood it.

27 "Give what?" I asked. "Money?"

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

28 "Sometimes," Grandpa answered, "but service can mean much more than money. People can give their time, energy, ideas, talents, patience, and encouragement. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away."

29 That sounded much bigger than I had expected.

30 "So when President Kennedy talked about helping the country, he was really talking about helping people too?"

31 "Very much so," Grandpa said.

32 Then he told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

33 "It was extremely cold," Grandpa said. "There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face."

34 "Were there lots of people?" I asked.

35 "Thousands," he said. "Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment."

36 I tried to imagine Grandpa as a younger man standing outside in the cold.

37 "Were you nervous?"

38 Grandpa smiled.

39 "A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together."

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

40 He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future.

41 Then came the part Grandpa had never forgotten.

42 "When he challenged Americans to think about what they could do for their country," Grandpa said, "I felt something change in the crowd."

43 "What do you mean?"

44 "It was not loud at first," he explained. "It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation."

45 I wrote the word active beside citizenship.

46 "What did you think when you heard it?" I asked.

47 Grandpa's expression became serious, although he was still smiling.

48 "I thought those words could inspire people to act," he answered. "A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them."

49 I liked that sentence so much that I underlined it twice.

50 "So a speech can start something?"

51 "Yes," Grandpa said. "A speech can encourage people to think, but action is what carries the idea forward."

52 A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps.

53 I had heard of the Peace Corps, but I did not know much about it.

54 "What was the Peace Corps supposed to do?" I asked.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

55 "President Kennedy wanted Americans to volunteer in communities around the world," Grandpa explained. "People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training."

56 "Did they go to other countries?"

57 "Yes," Grandpa said. "And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills."

58 I thought about that.

59 "So they were helping, but they were learning too?"

60 "Exactly," Grandpa said. "Good service is not about acting as if you are better than someone else. It is about working together."

61 That made sense to me.

62 "Was the Peace Corps connected to the same idea as the speech?"

63 Grandpa smiled.

64 "Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even one nation."

65 I looked down at my notes and realized how many times I had written the word service.

66 "So service does not have to be something huge?" I asked.

67 "Not at all," Grandpa replied. "Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute."

68 I tapped my pencil against my notebook.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

69 "What about kids?"

70 Grandpa leaned forward.

71 "Kids can serve too."

72 "How?"

73 "There are many ways," he said. "You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to."

74 I smiled.

75 "Those things do not sound very presidential."

76 Grandpa laughed.

77 "No, but they are important. Service does not need a microphone, a government building, or a famous speech."

78 I thought about that for a moment.

79 Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

80 "So the big idea is really about helping?" I asked.

81 "Helping is part of it," Grandpa said. "But I would add caring, cooperating, and choosing to take responsibility. 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."

82 I looked at my recorder and realized we had been talking for much longer than I expected.

83 Before I turned it off, I asked one final question.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

84 "Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?"

85 He considered my question carefully.

86 "I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

87 "What idea?"

88 Grandpa smiled.

89 "That a country becomes stronger when people serve one another."

90 I switched off my recorder, but I did not close my notebook.

91 Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, and action.

92 Then I wrote one final sentence at the bottom of the page.

93 A better world begins when we stop asking only what we can receive and start asking, What can I give?

94 Grandpa read the sentence over my shoulder.

95 "That," he said, "is a message worth remembering."

96 I smiled and circled the words.

97 For the first time, I understood why Grandpa had remembered that cold January day for so many years.

98 He had not only heard a president deliver a famous speech.

99 He had heard an invitation.

100 And now, many years later, he was passing that invitation to me.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Dream

Tap the TRACKS in "Dream." Hunt for all six kinds of evidence and write what you find.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Marking the TRACKS helps me collect the details a planning strategy will need to organize.

My best TRACKS phrase and why I chose it

Annotate: Dream (continued)

Keep tapping the TRACKS in the rest of "Dream" and in "Serve." Write what you find.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

"Dream" and "Serve" are both fiction. Does that mean every response must be a story? Explain.

My thinking

My Prompt Marking Notes

A writing direction gives me the job. I mark each part before I choose a genre.

Shape	Word	Question I ask myself
Circle	Topic	What is the writing about?
Underline	Purpose verb	What job must the writing do?
Box	Audience	Who is the writing for, and what do they need?

Circle the topic. Underline the purpose verb. Box the audience.

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, justify the choice, and revise at least two sentences for stronger structure.

The topic, purpose, and audience in my own words

STUDENT WORKBOOK



Day 1: Gather + Reveal



Choose the route and the plan

Our Purpose for Today

I learn how choosing a planning strategy is part of genre preparation.

G: Gather: Fast Response Contrast

Read each direction. Name the route and a planning strategy.

Writing direction	My route	My planning strategy
Develop a true experience with an important moment.		
Organize several connected facts about civic participation.		
Generate several possible reasons before selecting the strongest.		

? STOP & THINK

Stop and think: What thinking does this job need: to generate ideas, to uncover thoughts, or to connect ideas? Choose brainstorm, freewrite, or map to match.

The thinking one job above needs

R: Reveal: The PREPARE Decision

Rehearse each step out loud before you write. Step 5: select the planning strategy that organizes the thinking the genre needs.

Teacher Model Using "Dream"

Circle the topic. Underline the purpose verb. Box the audience.

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

Decision	The model shows
Topic	a true experience
Purpose	narrate and reflect
Audience	classmates
Genre	personal narrative
Planning	freewrite to uncover thoughts, then TRAILS to shape the experience

Teacher Model Using "Serve"

Circle the topic. Underline the purpose verb. Box the audience.

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

Decision	The model shows
Topic	service
Purpose	explain
Audience	a younger student
Genre	informative
Planning	map the main idea and examples

Day 1 Closing: The response genre comes from the writing job because _____.

STUDENT WORKBOOK



GENRE ROUTE RELAY

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Stack the 6 task cards face down. Read the complete task card, name TOPIC, PURPOSE, and AUDIENCE, choose the response genre and the planning route, and defend the decision before earning the point. Store all cards in your Pocket Practice.

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

Explain three ways students can serve a community.

Generate a school-service proposal for classmates to evaluate.

Write a formal request to a community organization for supplies.

Investigate one historical program connected to public service.

Write a poem about hope moving from one person to another.

Self-Check (back of cards)

This page prints on the back of the card page. Each best route sits behind its own card. Flip a card only after your group has defended its decision.

Best route: Informative + map. Reason: A map organizes categories and examples around a central idea.

Best route: Narrative + freewrite/TRAILS. Reason: Freewriting can uncover the moment; TRAILS organizes the experience.

Best route: Correspondence + brainstorm. Reason: A brainstorm efficiently collects the request, reason, details, and audience needs.

Best route: Opinion/argumentative + brainstorm. Reason: Brainstorming generates possible reasons and actions before selection.

Best route: Poetry + freewrite. Reason: Freewriting can generate images, language, and emotional associations before shaping lines.

Best route: Research + map. Reason: Mapping questions, sources, facts, and connections supports inquiry.

STUDENT WORKBOOK



Day 2: Attempt

Genre Route Relay



I attempt the module decision through the game Genre Route Relay. The goal is not speed alone. Every placement must be defended with a writing-job reason.

Group Roles

Role	Job	My name
Reader	reads the whole writing situation without emphasizing clue words.	
Decision Maker	states the proposed genre and strategy.	
Evidence Speaker	proves the choice using topic, purpose, and audience.	
Checker	compares the decision with the Response Ecosystem and invites a respectful challenge.	

An attempt is allowed to change. A genre name without a topic, purpose, and audience reason does not earn the point. Respectful disagreement: "I see that route. I think _____ fits more strongly because the purpose or audience requires _____."

Round	1	2	3	4	5	6
My partner						
My point						

The reason that earned my team a point

Genre Route Relay Recording Sheet

Card	Route	Planning strategy and reason
1		
2		
3		
4		
5		
6		

Optional Challenge: Two Defensible Routes

Choose a task that could be written in two genres. Earn an extra point when you explain how the purpose would need to shift for the second genre to become the stronger choice.

How the purpose would need to shift

Day 2 Closing

I changed my route from _____ to _____ because _____.

STUDENT WORKBOOK

Day 3: Discuss + Use Independently



I make my reasoning visible

D: Discuss the Decision

Choose one disputed Day 2 card. Reconstruct the decision instead of reading the key.

Discussion Focus 1: Source Genre versus Response Genre

"Dream" and "Serve" are both fiction. That tells us how the source is written, not how every response must be written. A strong writer can use one source to accomplish several writing jobs.

The passage is _____, but the response should be _____ because the writing purpose is _____ for _____.

Discussion Focus 2: Purpose and Audience Evidence

Select one game card. Underline the purpose verb. Box the audience. Write one sentence explaining how those clues support the genre decision.

How the clues support the genre decision

Discussion Focus 3: Planning Strategy Fit

Compare brainstorming, freewriting, and mapping. More than one strategy can work when I can explain how the tool supports the thinking the task requires.

Strategy	What it does	When it helps me
brainstorm	lists many ideas quickly	
freewrite	writing without stopping to find ideas	
map	organizes ideas visually	

The strategy I will use and why it fits

U: Use Independently: Plan and Write a Personal Narrative

Circle the topic. Underline the purpose verb. Box the audience.

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, justify the choice, and revise at least two sentences for stronger structure.

Required PREPARE Header

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



TRAILS Personal Narrative Planner

TRAILS Part	Planning Direction	My plan
T: Topic or Experience	Name the experience the narrative will develop.	
R: Relationships	Name the people, ideas, responsibilities, or connections that matter.	
A: Actions, Thoughts, and Dialogue	List precise actions and the thoughts or dialogue that reveal the experience.	
I: Important Moment	Name the discovery, decision, or event that changes the experience.	
L: Lesson or Lasting Effect	State what the writer understands, feels, or carries away.	
S: Setting	Name where and when the experience happens and the details that make the place real.	

? STOP & THINK

? STOP & THINK

Stop and think: Does my plan organize the thinking my narrative needs? Use TRAILS to shape the important moment before you fill the page.

My planning strategy and why it fits my experience



My Personal Narrative

Write for classmates who need to understand why the moment mattered.

My narrative

Check My Plan

- ☐ I can state the writing job in one sentence.
- ☐ I can point to the part of my plan that became the important moment.
- ☐ I can explain why my planning strategy fits this experience.
- ☐ I can name one detail my audience needs and one detail it does not need.
- ☐ My ending reveals the lasting effect rather than simply stopping.

Standards Application 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.

Teacher Model	
Original	I saw a problem. I thought about it. I made a plan.
Revision	When I saw the problem, I thought about it carefully and made a plan to help.

Revision changed the structure to show how the actions connect. Editing then checks agreement, nouns, and spelling without replacing the meaning.

My revised sentence 1

My revised sentence 2

Day 3 Closing

In my draft, underline one sentence that shows the important moment. Star one sentence whose structure I intentionally revised.

STUDENT WORKBOOK

Day 4: Award Yourself + Target



I find evidence of my growth

A: Award the Preparation

Choose an award only when you can point to evidence in your plan or draft. Then name the reader benefit the decision created.

- ☐ 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.
- ☐ Sentence Architect Award: I revised sentence structure to make meaning clearer.
- ☐ Convention Checker Award: I edited agreement, nouns, and high-frequency spelling carefully.

I award myself the _____ Award because I _____. This helped my reader _____.

T: Target the Next Decision

Choose one target: genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

- My next writing goal is to _____ because _____.
- A decision I still need to practice is _____.
- A curiosity I want to explore is _____.
- A stress point in my preparation was _____, so next time I will _____.
- I will know I improved when _____.

Helpful target examples: "I will compare two planning strategies before choosing one."
 "I will revise sentence structure to show relationships instead of only making sentences longer."

My target

Day 4 Closing

Partner: I heard evidence of your growth when you said _____. Your target is specific because _____.

STUDENT WORKBOOK

Day 5: Explain or Educate Others



PREPARE Coach

PREPARE Coach

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, and explain one revision or editing decision. Teach without reading every sentence from your notes.

Author-Educator Card

Frame	My answer
My topic is _____.	
My purpose is _____.	
My audience is _____.	
The formal genre is personal narrative because _____.	
I planned by _____ because _____.	
One TRAILS decision I made is _____.	
One sentence I revised is _____.	
One convention I checked is _____.	
One idea I could transfer to another genre is _____.	

My Fresh Recall notes: the preparation chain

Listener Responsibilities

- ☐ Restate the writer's purpose and audience.
- ☐ Name one choice that clearly fits the genre and the plan.
- ☐ Ask the author to clarify one decision: "Explain the reason you chose _____."
- ☐ Give evidence-based feedback rather than a general compliment.

My partner's purpose, audience, and one choice that fits the genre

Day 5 Closing

Preparation makes my writing stronger because _____.

Listen, Decide, and Defend

Listen for the route that best matches the writing job, not the route that sounds easiest. Choose Route A or Route B, then defend it. Change your choice if a stronger reason is offered.

Task	Route A	Route B	My choice and reason
Develop one important moment with many sensory and thought details.	narrative + freewrite	narrative + map	
Request help from a community group.	correspondence + brainstorm	correspondence + long story map	
Show how several people and events connect to one important moment.	personal narrative + map	personal narrative + random word list	
Explain three connected ideas from Serve.	informative + freewrite	informative + no plan	

? STOP & THINK

Stop and think: Revising improves the structure and meaning of a sentence. Editing checks conventions. Fix the structure first, then check agreement, nouns, and spelling.

The route I defended best, and my reason



Write More

Additional Writing Opportunity: Plan and Draft



Writing Prompt

This week I learned that the plan matches the job. Now I prove I can choose a planning strategy on purpose.

Circle the topic. Underline the purpose verb. Box the audience.

Choose one idea from "Dream" or "Serve" and plan it two different ways, with two different planning strategies. Then choose the plan that would produce the stronger draft and explain why.

My Plan

- 1. Name the topic, purpose, and audience.
- 2. Plan the idea once with one strategy (brainstorm, freewrite, or map).
- 3. Plan it again with a second strategy.
- 4. Choose the plan that organizes the thinking better and explain why.

Step 1: The Job. Name topic, purpose, and audience.

Step 2: Plan One. Which strategy, and what it helped me do.

Step 3: Plan Two

Drafting Space



Use your chosen plan to draft an opening.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I used my chosen plan to draft an opening.
- ☐ I revised one sentence to improve its structure.

Edit

- ☐ I checked subject-verb agreement.
- ☐ I checked singular and common nouns.
- ☐ I checked high-frequency spelling.

My revised sentence

Share

Show both plans to a partner. Your partner names which plan they would choose and why.

The plan my partner would choose, and why

Success Criteria

Check each line when I can show it in my work.

Part	I can show...	Check
Two plans	I planned the same idea two ways.	
Choice	I chose the stronger plan and justified it.	
Fit	My choice fits the thinking the job needs.	

Study the Samples

Read the Low, Medium, and High responses. Notice how the planning strategy and the narrative improve from Low to High.

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.

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.

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.



Look Back & Look Forward

I own my learning



My Progress Tracker

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

One thing I am proud of:

What I am proud of, and where it shows in my work

One thing I want to get better at:

What I want to get better at, and why

Essential Question Answered

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

The answer

By naming the thinking the job needs (to generate, uncover, or connect ideas) and choosing brainstorm, freewrite, or map to match, then justifying the choice and using it to organize the draft.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Fresh Recall

Close your notebook. Reconstruct the complete preparation chain from memory. Then check your sequence against the anchor chart.

The preparation chain from memory

Take It Further! Two Planning Routes

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.

- Choose one genre and one writing job.
- Create two defensible planning routes for the same genre.
- Compare the advantages of each route.
- Select the route that would produce the stronger draft for the named audience.
- Challenge: explain what kind of writing job would make you switch to the other route.

My two planning routes and their advantages

The Route I Choose

Tell which route produces the stronger draft for your audience, and what job would make you switch.

At-Home Connection

Choose one card to talk about with someone at home. Each one ends in a conversation, not a worksheet.

Three Ways to Plan

Pick something to plan together (a trip, a meal, a party). Try listing ideas, then talking them through, then drawing how they connect. Talk about which way helped most and why.

Ask: What are different ways to plan before you write?

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The planning strategy I can match to a job fastest

The Best Plan

There is no single best plan. The best plan is the one that organizes the thinking my job needs.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster PREPARE · Module 4

Independent Genre Decision and
Transfer



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster PREPARE • Module 4

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All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Independent Genre Decision and Transfer



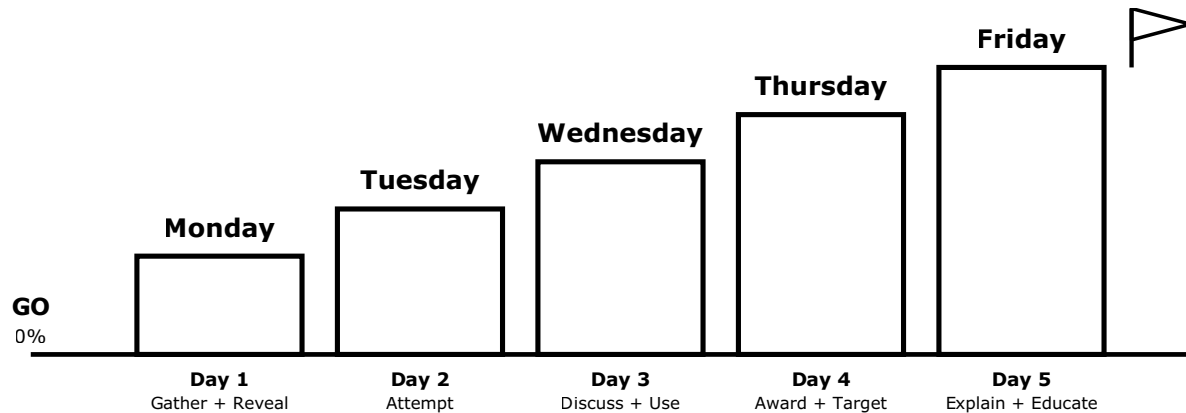
Why This Matters to Me

This is the capstone of the PREPARE cluster. I apply the complete Writer Decision Chain on my own. I defend my genre choice, complete a personal narrative, revise and edit, and explain how the same content would change in another genre.

Essential Question

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

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

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.

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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to independently analyze a writing situation, justify a genre, and transfer content across genres.	Two fiction passages at Very High Stamina: "Dream" and "Serve."	A Genre Court recording sheet, an independent personal narrative with justification, and a Genre Expert Fair explanation with a transfer idea.

Where We Are Going

I will move from naming the decision chain to defending a genre choice in Genre Court, completing a personal narrative, and teaching my decisions at the Genre Expert Fair. By the end of the week, I will explain how the same content would change in another genre.

I'll Know I've Got It When...

- ☐ I can name and justify a genre and plan without the anchor chart.
- ☐ I can use TRAILS to develop a narrative experience with an important moment and lasting effect.
- ☐ I can complete, revise, and edit a personal narrative.
- ☐ I can explain one way the same content would change in a second genre.
- ☐ I can teach my decision chain to a partner from memory.
- ☐ I can explain my genre decision with purpose and audience evidence.

Check Myself

- ☐ I named the topic, purpose, and audience.
- ☐ I justified my genre with writing-job language.
- ☐ I planned my narrative with TRAILS.
- ☐ I revised sentence structure in my draft.
- ☐ I edited for subject-verb agreement, nouns, and spelling.
- ☐ I completed and edited a personal narrative.
- ☐ I can transfer the same content into another genre.
- ☐ I can teach my decision chain to a partner from memory.

How I Will Show What I Know

I will show what I know with a Genre Court recording sheet, an independent personal narrative with justification and TRAILS plan, and a Genre Expert Fair explanation with a transfer idea.

My GRADUATE Learning Path

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.12A(i):

compose literary texts using genre characteristics

4.12A(ii):

compose literary texts using craft

4.11C(i):

revise drafts to improve sentence structure

4.11D(i):

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

4.11D(vii):

edit drafts using standard English conventions, including singular nouns

4.11D(ix):

edit drafts using standard English conventions, including common nouns

4.11D(xxxv):

edit drafts using standard English conventions, including correct spelling of high-frequency words

Call and Response

Read this together as a class before we start.

Teacher asks: "What do prepared writers do first?"

Class answers: "Name the topic, purpose, audience, and genre!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to name the topic, purpose, and audience. I can select a genre and a planning strategy. I can plan a narrative with TRAILS.

A connection I can make

Remember It!

- ☐ A writing job has a topic, a purpose, and an audience.
- ☐ The genre comes from the writing job, not the passage genre.
- ☐ TRAILS develops a narrative experience.

One idea I remember

Ready Check

- ☐ I can name all five links in the decision chain.
- ☐ I can explain how purpose and audience support a genre choice.
- ☐ I can plan a narrative with TRAILS.

Watch Out! Common Mix-Up

Watch out! "Dream" and "Serve" are both fiction, but that tells you the source genre, not the response genre. The response genre comes from the writing job. A fiction passage can lead to a narrative, an informative response, a letter, or any other genre.

Where This Fits in My Writing

Independent writers explain and transfer their decisions. The same content can serve different purposes in different genres.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages as often as you want.

Part 1: Name the Writing Job

Read the writing task. Circle the topic. Box the purpose. Underline the audience.

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.

Part 2: Genre Decision

Which genre fits this writing job? Write narrative, informative, opinion, or correspondence, and explain why.

My thesis (central idea)

Part 3: Decision Sequence

Number these four sentences 1, 2, 3, 4 to show the order they belong in the Writer Decision Chain.

Number	Sentence
_____	The writer names a topic, purpose, and audience.
_____	The writer selects a genre that fits the writing job.
_____	The writer develops the experience with an important moment.
_____	The writer explains how the same content could transfer to another genre.

Part 4: Setting and Character

Write the first sentence of a narrative. Include where the character is and what the character notices.

My first sentence

Part 5: Important Moment

Reason: An independent writer analyzes a task before drafting. Write one sentence that names the topic, purpose, and audience. Then explain why narrative fits the job.

A sentence that shows the important moment

Why it changes the character's thinking

Part 6: Short Narrative

Write six to eight sentences that develop the experience. Include setting, actions, a thought or dialogue, an important moment, and a lasting effect.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a decision you have made.

Word	Say it	What it means	Sentence frame
plan	PLAN	To decide the steps before you begin.	My plan is to ____.
choose	CHOOZ	To pick on purpose.	I choose ____ because ____.
help	HELP	To make things easier or better for someone.	I chose to help by ____.
notice	NOH-tis	To see or pay attention to something.	I noticed a way to ____.
change	CHAYNJ	To become different.	What must change is ____.
decide	dih-SIDE	To make up your mind.	I decided to ____.
share	SHAIR	To give part of what you have to others.	I shared ____ with ____.
story	STOR-ee	A telling of events, real or imagined.	My story is about ____.
reader	REE-dur	The person who reads what a writer makes.	My reader needs to ____.
explain	ik-SPLAYN	To make a decision or idea clear.	I can explain my choice because ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These writing words help you name the job, choose a genre, and plan before drafting. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
synthesis	SIN-thuh-sis	Bringing many ideas together into one whole.	My synthesis connects ____ and ____.
transfer	TRANS-fur	Using the same content or skill in a new form or situation.	I can transfer this idea into ____.
justify	JUS-tuh-fy	To give reasons that support a decision.	I justify my genre because ____.
conventions	kun-VEN-shunz	The agreed rules of written language.	I checked the conventions in ____.
revision	ri-VIZH-un	Improving ideas, organization, or sentences.	My revision made ____ clearer.
reflection	ri-FLEK-shun	A writer's thinking about what an experience meant.	My reflection shows ____.
genre	ZHON-ruh	A kind of writing, such as narrative or informative.	The genre that fits is ____.
draft	DRAFT	An early version of a piece of writing.	In my draft I ____.
strategy	STRAT-uh-jee	A planned way of doing something.	My planning strategy is ____.
audience	AW-dee-uns	The reader or readers the writing is for.	The audience is ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from the passages "Dream" and "Serve." Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
significance	sig-NIF-i-kuhns	Why something matters or the meaning it carries.	The significance of this moment is ____.
courage	KUR-ij	The strength to do what is right even when it is hard.	Courage looks like ____.
inclusion	in-KLOO-zhun	Making sure everyone is welcomed and included.	Inclusion means ____.
participation	par-tis-uh-PAY-shun	Taking part in something with others.	Participation looks like ____.
citizenship	SIT-uh-zuhn-ship	Being a responsible member of a community or country.	A citizen shows citizenship by ____.
service	SUR-vis	Helping others and the community.	Service means ____.
determination	di-tur-muh-NAY-shun	The choice to keep working toward a goal.	Determination helped ____.
community	kuh-MYOO-nuh-tee	A group of people who live or work together.	I can help my community by ____.
responsibility	ri-spon-suh-BIL-uh-tee	A duty or job a person is trusted to do.	One responsibility I have is ____.
Peace Corps	PEES kor	A service program whose volunteers help communities in other countries.	The Peace Corps helped by ____.

Use one Tier 3 word in a sentence

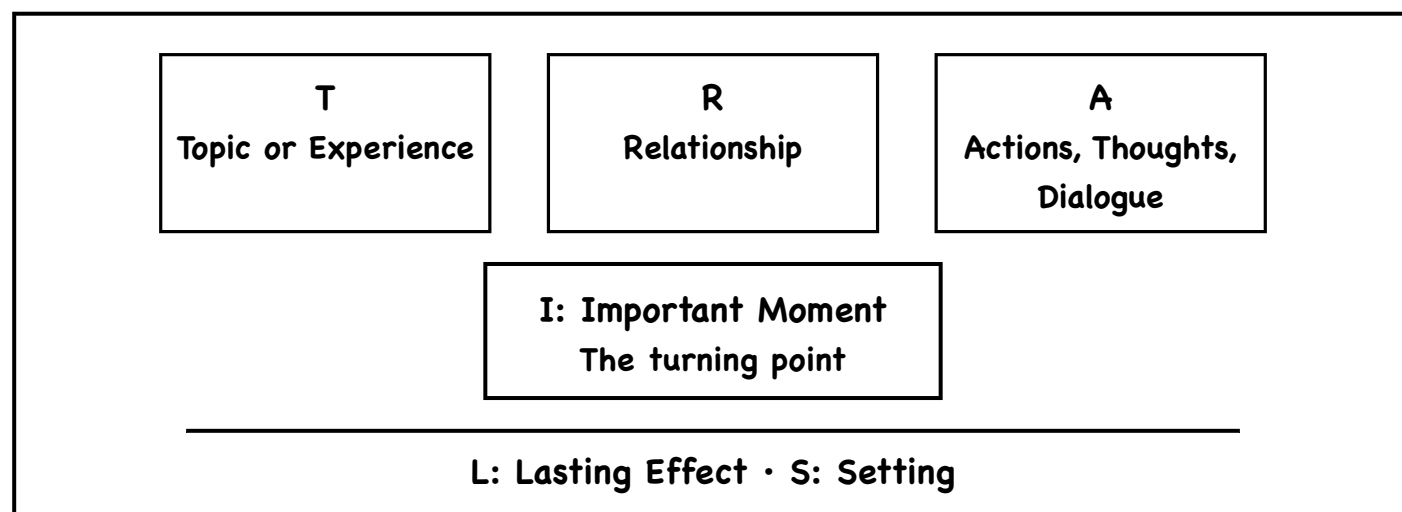


My Strategy Tools

Writer Decision Chain and TRAILS



The Writer Decision Chain is my roadmap for every writing decision: topic, purpose, audience, genre, and planning strategy.



A narrative develops an experience. The Writer Decision Chain ensures the genre fits the job.

Name the Writing Job

Mark	What it means
Red circle	TOPIC: what the writing is about.
Yellow box	PURPOSE: what the writing must do.
Green underline	AUDIENCE: who will read the writing.

When the purpose is to let a reader experience a moment that changed you, narrative is the best genre.

How I decide which genre fits

NARRATIVE fits when... and INFORMATIVE fits when...

NARRATIVE fits when...	INFORMATIVE fits when...
the purpose is to let a reader experience an event or discovery; uses TRAILS to develop setting, character, actions, an important moment, and a lasting effect.	the purpose is to explain information; uses a thesis (central idea), reasons, and evidence to inform the reader.

The purpose decides the genre. Fiction passages can lead to any response genre.

How I Say the Standard!

4.11A(i):

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

4.12A(i):

compose literary texts using genre characteristics

4.12A(ii):

compose literary texts using craft

4.11C(i):

revise drafts to improve sentence structure

4.11D(i):

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

4.11D(vii):

edit drafts using standard English conventions, including singular nouns

4.11D(ix):

edit drafts using standard English conventions, including common nouns

4.11D(xxxv):

edit drafts using standard English conventions, including correct spelling of high-frequency words

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Dr. Martin Luther King Jr. and President John F. Kennedy.
- ☐ I use a period or another ending mark.

A genre decision I can explain

Five Thinking Levels

Read from the bottom up. Each level names the kind of thinking a response needs.

Level	Color	Thinking Stage	Description
Reflective (Level 5)			Student connects the decision to the world, transfer, or broader writing habits.
Independent (Level 4)			Student combines evidence with personal reasoning, applying understanding to a full decision chain.
Visible (Level 3)			Student connects ideas directly to textual evidence or the writing job.
Emergent (Level 2)			Student begins trying ideas independently but may be uncertain or inconsistent.
Foundational (Level 1)			Student follows directions or repeats information exactly as taught with little independent thinking.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Five Thinking Levels

The same levels apply to every kind of writing task.

Level	Color	Thinking Stage	Description
-------	-------	----------------	-------------

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	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.
HOW	Analyze how parts work together or how something happens.	Explain how both passages show that one person's decision to act can inspire others.

PREPARE prompts ask you to name the genre before you begin writing. Narrative fits when the purpose is to let a reader experience a moment that changed you.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Both passages show how one person's decision to act, whether at a march or in a community, can inspire others to participate, serve, and build a stronger future.

Background I Need

"Dream" follows a narrator through Dr. Martin Luther King Jr.'s march from arrival to lasting resolve. "Serve" is an extended interview in which a granddaughter learns about President John F. Kennedy's 1961 inauguration, the call to serve, the Peace Corps, and how the message is passed to a new generation.

Words I dotted while reading

Dream (Dr. Martin Luther King Jr.)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[1] I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this.

[2] There were people everywhere. [3] Some carried colorful signs with hopeful messages written in large letters. Others sang songs together as they waited. Families talked quietly, children rested on their parents' shoulders, and volunteers carefully passed cups of water through the crowd. Every few minutes, someone nearby would smile at me or say hello to Mama.

[4] I was only eight years old, and everything around me seemed important, exciting, and unforgettable.

[5] "Why did everyone come here today?" I asked Mama as we slowly moved forward. [6] She looked down at me and smiled. [7] "People came because they believe our country can become even better," she explained. "They want everyone to have opportunities, kindness, fairness, and freedom."

[8] I nodded, although I was still trying to understand exactly what she meant. [9] The afternoon was warm, and my feet were beginning to ache from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water. Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.

[10] "We traveled a long way to be here," she reminded me. "Someday, you will be glad you remember this day."

[11] I looked around again, wondering what I would remember most. [12] Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive white columns of the Lincoln Memorial rising above us. Perhaps I would remember the bright reflection of sunlight on the water or the steady murmur of thousands of voices waiting together.

[13] There were so many sights and sounds that I did not know where to look first. [14] A little girl standing near us waved at me. She was holding her father's hand, just as I was holding Mama's.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[15] "Did you come from far away?" she asked. [16] "A few hours," I answered. "Did you?" [17] She nodded. [18] "My dad said this is an important day." [19] "My mama said that too." [20] We both smiled.

[21] For some reason, knowing that another child was trying to understand everything made me feel better. Maybe I did not have to understand every word or every reason right away. Maybe I could simply listen, observe, and remember.

[22] Then Dr. Martin Luther King Jr. stepped forward to speak. [23] Almost immediately, the people around us became quiet. [24] It was surprising how quickly such a huge crowd could become so still. [25] His voice was powerful, confident, and steady as it traveled across the gathering. He spoke about freedom, equality, opportunity, justice, and hope for the future.

[26] Some of his words were unfamiliar to me. Some of his sentences were longer than the ones I usually heard in school. I had to listen carefully, and sometimes I looked at Mama to see whether she understood. [27] She always seemed to.

[28] Then Dr. King began speaking about a dream. [29] That was a word I understood immediately. [30] Dream. [31] I had dreams all the time. [32] Sometimes I dreamed while I was asleep, but I also had dreams when I was wide awake. I dreamed about becoming a teacher someday. I dreamed about visiting places I had only seen in books. I dreamed about learning to play the piano without making mistakes. I dreamed about having a puppy that would follow me everywhere.

[33] Until that afternoon, however, I had never considered that an entire country could share a dream.

[34] I looked up at Mama and noticed tears shining in her eyes. [35] "Why are you crying?" I whispered. [36] She leaned closer so I could hear her answer. [37] "Because I want that dream for you," she said. [38] "What kind of dream?" [39] "A dream where every person is treated with kindness and respect," she explained. "A dream where children have opportunities to learn, grow, and become the people they are capable of becoming." [40] I thought about her words. [41] "Even kids like me?" [42] "Especially kids like you," Mama replied.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[43]I looked back toward Dr. King and listened even more carefully. [44] Suddenly, the speech seemed different to me. [45] It was not only about important leaders, grown-up decisions, or events that had happened before I was born. It was also about ordinary families, neighborhoods, classrooms, and children like me.

[46]I imagined my own school. [47] I pictured a classroom where every student felt welcome and appreciated. I imagined children sharing crayons, books, ideas, and playground equipment without leaving anyone behind. I pictured teachers encouraging every student to work hard, ask questions, make mistakes, and discover something wonderful about the future.

[48]Then my imagination traveled beyond my classroom. [49] I pictured neighborhoods where people greeted one another with cheerful smiles and helpful conversations. I imagined communities where families worked together to clean parks, plant flowers, help elderly neighbors, and collect food for people who needed assistance.

[50]I imagined people listening patiently when someone else had a different experience or idea. [51] That seemed important to me. [52] At school, our teacher often reminded us that listening was just as important as speaking. [53] "Good listeners learn things they did not know before," she always said.

[54]As Dr. King continued speaking, I began to understand that people could listen to one another in the same way classmates did. [55] Maybe communities could learn too. [56] The more I listened, the more I understood that a dream was not only something that happened while a person slept. [57] A dream could also be a possibility. [58] It could begin as a hopeful thought, become a goal, and then grow stronger when people worked toward it together.

[59]Around us, people nodded their heads as they listened. Some smiled. Others held hands with the people beside them. A man standing nearby looked toward the memorial and quietly said, "That is the future I want too." [60] His words stayed in my mind. [61] The future. [62] I had always thought of the future as birthdays, new school years, holidays, and someday becoming a grown-up. [63] Now I wondered if the future was also something people helped create.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[64]I tugged gently on Mama's hand. [65] "Can kids help make the future better too?" [66] She looked at me with a thoughtful expression. [67] "Of course," she said. "You may be young, but the choices you make still matter." [68] "What kind of choices?" [69] "Small ones at first," she explained. "You can be kind when someone feels lonely. You can help when someone is struggling. You can be honest, responsible, and respectful. You can make someone feel included."

[70]I considered each idea carefully. [71] I could invite someone new to play at recess. [72] I could share my pencils if a classmate forgot one. [73] I could help someone understand an assignment. [74] I could listen when a friend needed encouragement. [75] I could apologize when I made a mistake. [76] I could speak kindly, even when I felt frustrated. [77] Those did not seem like enormous actions, but maybe they were important anyway. [78] I began to wonder if large changes sometimes started with very small decisions.

[79]Perhaps one thoughtful action could encourage another person to act kindly too. Then that person might encourage someone else. [80] It reminded me of dropping a pebble into a pond. [81] The pebble was small, but the circles in the water kept spreading outward. [82] "What are you thinking about?" Mama asked. [83] "A pebble," I said. [84] She looked surprised. [85] "A pebble?" [86] I laughed. [87] "I was thinking that maybe kindness is like throwing a pebble into water. It starts small, but it keeps spreading." [88] Mama smiled. [89] "I think that is a wonderful way to describe it." [90] For the rest of the speech, I tried to remember everything I could.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[91] I listened to the strong rhythm of Dr. King's voice. I watched the faces of the people around us. I noticed how quiet everyone became when he spoke about hope and how people responded when his words became especially powerful. [92] I did not understand every sentence. [93] I knew I would probably need Mama to explain some things later. [94] But I understood the feeling of the moment. [95] People believed that improvement was possible. [96] They believed that hope mattered. [97] They believed that the future could become brighter when people worked together.

[98] That idea filled me with a surprising amount of energy, even though I had been standing for hours. [99] When Dr. King finished speaking, the crowd erupted with applause and celebration. [100] The sound seemed to roll across the entire area. [101] People cheered. Families hugged one another. Strangers smiled and shook hands. [102] Mama wrapped her arms around me so tightly that I started laughing. [103] "You are squeezing me!" I told her. [104] She laughed too and finally let go. [105] "I am just happy you were here with me," she said. [106] "I am happy too."

[107] We stayed for a little while longer before beginning the journey home. [108] As we walked away, I turned around several times to look back at the Lincoln Memorial. I wanted to remember the tall columns, the wide steps, the sparkling water, and the enormous crowd. [109] My feet still hurt, and I was exhausted from the long afternoon, but I did not complain. [110] My mind was too busy.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[111] On the ride home, I rested my head against the window and watched buildings, trees, and roads pass by. [112] For several minutes, Mama was quiet. [113] Then she asked, "What will you remember most about today?" [114] I thought carefully before answering. [115] There was so much to remember. [116] I thought about the songs. [117] I thought about the heat. [118] I thought about the people standing together. [119] I thought about the little girl who had traveled with her father. [120] I thought about Dr. King's strong voice. [121] Most of all, I thought about the dream. [122] "That a dream can belong to everyone," I finally answered. [123] Mama smiled.

[124] "And what will you do with that dream?" she asked. [125] I looked out the window again. [126] At first, I did not know what to say. [127] I was only eight years old. I could not make laws. I could not give important speeches. I could not solve every difficult problem. [128] But then I remembered what Mama had said about small choices. [129] "I think I will try to help it come true," I said. [130] "How?" [131] "I can start at school." [132] Mama raised her eyebrows. [133] "What will you do?" [134] "I can notice when someone is alone. I can include people. I can help when someone needs it. I can listen before I decide what I think." [135] Mama reached over and squeezed my hand again. [136] "That sounds like an excellent beginning."

[137] For the rest of the ride, I imagined returning to school. [138] I wondered whether I would behave differently after what I had seen and heard. [139] Maybe I would pay more attention to the people around me. [140] Maybe I would think before I spoke. [141] Maybe I would remember that every person was carrying hopes and dreams of his or her own. [142] A few days later, I had my first opportunity.

A phrase I want to remember

My Words: One new word I learned today: _____

Dream (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[143]A new student entered our classroom just before lunch. [144] He looked nervous as he stood beside our teacher. [145] "This is James," she announced. "He recently moved here, so I hope everyone will help him feel welcome."

[146]I remembered the enormous crowd. [147] I remembered Mama's words. [148] I remembered the dream. [149] At lunch, I saw James standing alone with his tray. [150] For a second, I waited. [151] Then I raised my hand and waved. [152] "You can sit here!" I called. [153] His nervous expression disappeared, and he smiled.

[154]It was a small thing. [155] No one applauded. [156] There were no microphones, speeches, or thousands of people watching. [157] But somehow, it felt important. [158] As James sat down, I thought again about the pebble and the circles spreading across the water. [159] Perhaps that was how a dream moved forward. [160] Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day.

[161]I was only eight years old when I stood near the Lincoln Memorial and listened to Dr. Martin Luther King Jr. speak about his dream for the future. [162] I did not understand every historical detail. [163] I could not remember every word. [164] But I understood something much more important. [165] A dream can begin as an idea, grow through determination, and become stronger when people share it with others. [166] Hope can encourage people to imagine possibilities. [167] Kindness can influence a classroom. [168] Respect can strengthen a community. [169] And even a child can participate in making the world a more welcoming, hopeful, and caring place. [170] That was the lesson I carried home with me. [171] And it was a lesson I planned to keep carrying wherever I went.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (President John F. Kennedy)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[1] "Tell me again about President Kennedy," I said as I placed my recorder carefully on the kitchen table between us.

[2] Grandpa smiled, folded his hands, and leaned back in his chair. For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person.

[3] "Those were exciting days," Grandpa began. "There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

[4] I opened my notebook, clicked my pen, and wrote the date across the top of the page. I had already prepared several questions, but Grandpa's first sentence made me think of another one.

[5] "What did President Kennedy care about most?" I asked. [6] Grandpa paused for a moment because, as he often told me, important questions deserved careful answers.

[7] "He cared about many things," Grandpa said. "But one idea came up again and again. He wanted Americans to think about service, responsibility, participation, and cooperation. He believed people should not simply wait for someone else to improve the world around them."

[8] I slowly wrote down the words service, responsibility, participation, and cooperation. [9] "Were those ideas part of the speech?" I asked. [10] "Yes," Grandpa said. "Before the inauguration in 1961, many people around President Kennedy discussed the message he wanted to share. Some people helped gather information. Others suggested ideas, reviewed drafts, or talked through different ways to express an important thought. I was fortunate enough to be included in several of those conversations."

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

[11] My eyes widened. [12] "You actually talked about the speech before he gave it?" [13] Grandpa laughed softly. [14] "Not every sentence, of course. President Kennedy and his closest speechwriters did the final work. But many people in the administration discussed the larger ideas that mattered. We talked about citizenship, courage, cooperation, responsibility, freedom, and the ways ordinary people could contribute to their communities."

[15] I leaned closer because this was the part I had been waiting to hear. [16] "What did you say?" [17] Grandpa looked toward the window for a moment, almost as if he were looking back through time. [18] "I remember saying that people sometimes think government is only about what leaders do for citizens," he explained. "But citizenship is also about what citizens do for one another. A strong country is built when people participate, cooperate, and serve."

[19] I underlined that sentence in my notebook. [20] Grandpa continued. [21] "President Kennedy wanted people to think differently. He did not want Americans only asking what they could receive. He wanted them to consider what they could give." [22] I stopped writing. [23] "What can we give?" I repeated. [24] Grandpa nodded. [25] "Exactly. That was the heart of it."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[26] I liked that idea, but I was not sure I completely understood it. [27] "Give what?" I asked. "Money?" [28] "Sometimes," Grandpa answered, "but service can mean much more than money. People can give their time, energy, ideas, talents, patience, encouragement, and attention. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away."

[29] That sounded much bigger than I had expected. [30] "So when President Kennedy talked about helping the country, he was really talking about helping people too?" [31] "Very much so," Grandpa said. "A country is made up of people, families, neighborhoods, schools, towns, and communities. When people serve one another, they strengthen the places where they live."

[32] I looked down at my notes and added the word communities. [33] "Did President Kennedy talk like that all the time?" [34] Grandpa smiled. [35] "He liked ideas that challenged people. He wanted citizens to think beyond themselves and imagine what might happen if many people chose to contribute." [36] "Was that hard?" [37] "Sometimes," Grandpa said. "It is always easier to ask what someone else will do. It takes more effort to ask what you can do." [38] I nodded because that made sense to me.

[39] Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C. [40] "It was extremely cold," Grandpa said. "There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face."

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[41]"Were there lots of people?" I asked. [42] "Thousands," he said. "Government officials, families, reporters, visitors, and citizens from many different places had gathered together. Everyone knew they were witnessing an important moment."

[43]I tried to imagine Grandpa as a younger man standing outside in the cold, surrounded by a crowd of people waiting for the new president to speak. [44] "Were you nervous?" [45] Grandpa smiled. [46] "A little. Mostly, I was curious. We had talked about so many ideas, and now I wanted to hear how President Kennedy would bring them together."

[47]He described the crowd becoming quiet as the new president began to speak. Grandpa remembered listening carefully, sentence by sentence, as Kennedy talked about responsibility, cooperation, freedom, and the future. [48] "There was something about hearing the ideas out loud," Grandpa said. "A thought can feel different once it is spoken to thousands of people." [49] "Different how?" [50] "More powerful," he explained. "When one person says something important, others begin thinking about it too. Suddenly the idea belongs to more than one person."

[51]I wrote that down. [52] Then came the part Grandpa had never forgotten. [53] "When he challenged Americans to think about what they could do for their country," Grandpa said, "I felt something change in the crowd." [54] "What do you mean?" [55] "It was not loud at first," he explained. "It was more like recognition. People seemed to understand that he was speaking directly to them. He was reminding everyone that citizenship is active. It requires participation."

[56]I wrote the word active beside citizenship. [57] "What did you think when you heard it?" I asked. [58] Grandpa's expression became serious, although he was still smiling. [59] "I thought those words could inspire people to act," he answered. "A speech can be powerful, but words become even more meaningful when people decide to live by the ideas behind them." [60] I liked that sentence so much that I underlined it twice.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[61]"So a speech can start something?" [62] "Yes," Grandpa said. "A speech can encourage people to think, but action is what carries the idea forward." [63] I imagined the words traveling through the crowd, then following people home to their neighborhoods and families. [64] "Did people really act because of the speech?" [65] "Many people were already thinking about ways to serve," Grandpa said, "but the speech gave those ideas energy. It reminded citizens that participation mattered."

[66]A few months later, Grandpa watched that spirit of service become connected to another important program: the Peace Corps. [67] I had heard of the Peace Corps, but I did not know much about it. [68] "What was the Peace Corps supposed to do?" I asked. [69] "President Kennedy wanted Americans to volunteer in communities around the world," Grandpa explained. "People could use their education and abilities to work alongside others. Some became teachers. Others helped with agriculture, health, community development, or different kinds of training."

[70]"Did they go to other countries?" [71] "Yes," Grandpa said. "And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills." [72] I thought about that. [73] "So they were helping, but they were learning too?" [74] "Exactly," Grandpa said. "Good service is not about acting as if you are better than someone else. It is about working together."

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[75] I liked that answer because it made service sound more like a partnership than a rescue. [76] "Did you know any Peace Corps volunteers?" [77] "A few," Grandpa said. "Some were young adults who had recently finished college. They were excited, nervous, and curious about the places they would go." [78] "What did they do?" [79] "One person I knew worked with students. Another helped with agricultural projects. Others helped communities with health education and local development."

[80] "Were they afraid to leave home?" [81] "Some of them were," Grandpa said. "But courage does not always mean you are never afraid. Sometimes courage means you are willing to do something meaningful even when it feels unfamiliar." [82] I wrote courage in my notebook too. [83] "Was the Peace Corps connected to the same idea as the speech?" [84] Grandpa smiled. [85] "Very much so. It showed that serving your country can also mean serving other people. It showed that cooperation can reach beyond one neighborhood, one city, or even one nation."

[86] I looked down at my notes and realized how many times I had written the word service. [87] "So service does not have to be something huge?" I asked. [88] "Not at all," Grandpa replied. "Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home. What matters is that you recognize a need and decide to contribute." [89] I tapped my pencil against my notebook. [90] "What about kids?"

[91] Grandpa leaned forward. [92] "Kids can serve too." [93] "How?" [94] "There are many ways," he said. "You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to."

[95] I smiled. [96] "Those things do not sound very presidential." [97] Grandpa laughed. [98] "No, but they are important. Service does not need a microphone, a government building, or a famous speech."

[99] I thought about that for a moment. [100] Maybe that was what made the idea so powerful. If service only belonged to presidents, leaders, or adults, then children would have to wait to participate. But if service could happen anywhere, then I did not have to wait at all.

[101] "So the big idea is really about helping?" I asked. [102] "Helping is part of it," Grandpa said. "But I would add caring, cooperating, and choosing to take responsibility. 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."

[illegible]

Grade 4 • Cluster PREPARE • Module 4 • Read & Interact

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[103] I looked at my recorder and realized we had been talking for much longer than I expected. [104] Still, I was not ready to stop. [105] "Grandpa, did working with President Kennedy change you?" [106] He thought carefully before answering. [107] "Yes," he said. "It made me think more deeply about responsibility. Before that time, I understood that people should help others, but I began to see service as something larger. It was not just a nice thing to do. It was part of being a responsible citizen."

[108] "What does that mean?" [109] "It means understanding that you belong to a community and that your choices can affect other people." [110] I wrote slowly so I would not miss anything. [111] "What if someone thinks their contribution is too small to matter?" [112] Grandpa smiled. [113] "Small actions are often where larger changes begin." [114] That reminded me of something our teacher had said about teamwork. [115] "If everyone waits for somebody else, nothing gets done," I said. [116] Grandpa pointed at me. [117] "Exactly." [118] I laughed. [119] "Maybe I should put that in my project." [120] "You probably should."

[121] Before I turned off the recorder, I asked one final question. [122] "Grandpa, when you heard President Kennedy give that speech, did you think people would still talk about it many years later?" [123] He considered my question carefully. [124] "I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation." [125] "What idea?" [126] Grandpa smiled. [127] "That a country becomes stronger when people serve one another."

[128] I switched off my recorder, but I did not close my notebook. [129] Instead, I looked over everything I had written: citizenship, participation, cooperation, responsibility, service, courage, community, and action. [130] The words seemed connected now.

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

[131]At the beginning of the interview, I had thought I was doing a project about a famous president and an important speech. By the end, I realized I was learning something about myself.

[132]I began thinking about my own school. [133] There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding. Our teacher had mentioned a canned-food collection that would begin the following week. [134] None of those things seemed as important as working in Washington, D.C., or volunteering in another country. [135] But maybe they were important in a different way.

[136]"Grandpa," I said, "if I help with the food collection, does that count as service?" [137] "Of course." [138] "What if I sit with someone who is alone?" [139] "That counts too." [140] "What if I help clean the school garden?" [141] Grandpa laughed. [142] "You are beginning to understand."

[143]I looked back at my notebook. [144] "So serving does not always mean doing something enormous. It means noticing what needs to be done and deciding to help." [145] "That is a very good way to say it," Grandpa replied.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Serve (continued)

Fiction passages. Very High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[146] I picked up my pen again and wrote one final sentence at the bottom of the page. [147] A better world begins when we stop asking only what we can receive and start asking, What can I give?

[148] Grandpa read the sentence over my shoulder. [149] "That," he said, "is a message worth remembering." [150] I smiled and circled the words.

[151] For the first time, I understood why Grandpa had remembered that cold January day for so many years. [152] He had not only heard a president deliver a famous speech. [153] He had heard an invitation. [154] It was an invitation to participate, to contribute, to cooperate, and to serve. [155] It was an invitation to believe that ordinary people could strengthen their communities through thoughtful choices. [156] It was an invitation to understand that helping others was not something reserved for famous leaders or adults with important jobs. [157] And now, many years later, Grandpa was passing that invitation to me.

[158] The next morning, I carried my notebook to school. Our teacher asked whether I had learned anything surprising during my interview. [159] I thought about Grandpa standing in the cold Washington air. I thought about President Kennedy's speech. I thought about the Peace Corps volunteers traveling far from home. Then I thought about my own classroom. [160] "Yes," I said. "I learned that service can start anywhere." [161] My teacher smiled. [162] "What do you mean?" [163] I looked around the room at my classmates. [164] "It can start in a country, a community, a school, or even at one table in the cafeteria."

[165] As I said the words, I knew exactly where I would begin. [166] At lunchtime, I picked up my tray and walked toward the new student who was sitting alone. [167] "Can I sit here?" I asked. [168] He looked up and smiled. [169] "Sure." [170] It was not a famous moment. There were no cameras, no microphones, and no enormous crowd waiting to cheer. [171] But I remembered Grandpa's words. [172] A strong community begins when people decide to contribute. [173] So I pulled out the chair, sat down, and started a conversation. [174] For me, that was enough to begin.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Dream (Dr. Martin Luther King Jr.)

Actions, thoughts, dialogue, and reactions that show the narrator beginning to understand the march and the dream.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Dream (continued)

Actions, thoughts, dialogue, and reactions that show the narrator beginning to understand the march and the dream.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

How do both passages show that one person's decision to act can inspire others?

My thinking

My Prompt Marking Notes

A writing job has a topic, a purpose, and an audience. Use these shapes to see each part.

Shape	Word	Question I ask myself
Red circle	Topic	What is my writing about?
Yellow box	Purpose	What must my writing do?
Green underline	Audience	Who will read my writing?

Circle the topic. Box the purpose. Underline the audience.

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.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I retrieve the decision chain

Our Question for Today

How do I name the whole decision chain from a writing situation?

1. Gather: Fast Response Contrast

Read each direction. Name the topic, purpose, audience, and genre independently.

Writing Direction	My Decision
Share a true experience so school readers understand how it changed you.	
Teach younger students the meaning of participation.	
Request support from a community partner.	

2. Reveal: The Decision Chain (From Memory)

Say the complete chain aloud: Topic to Purpose to Audience to Genre to Planning Strategy. Then write each step for one direction above.

My complete decision chain

? STOP & THINK

The response genre comes from the writing job, not the passage genre. Why?

My answer

Day 1: Reveal, continued

3. Teacher Model Using "Dream"

Writing direction: Write a personal narrative for classmates about a time another person's words caused you to see a responsibility differently.

Part	The model shows
Red circle, topic	a true experience
Yellow box, purpose	narrate and reflect
Green underline, audience	classmates
Genre choice	Personal narrative, because the reader should experience the moment
Planning strategy	Freewrite to uncover thoughts, then TRAILS to shape the experience

4. Teacher Model Using "Serve"

Writing direction: Explain the idea of service to a younger student using clear examples.

Part	The model shows
Red circle, topic	service
Yellow box, purpose	explain
Green underline, audience	a younger student
Genre choice	Informative, because the purpose is to explain
Planning strategy	Map the main idea and examples

The response genre comes from the writing job because...

STUDENT WORKBOOK



GENRE COURT

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Stack the 6 task cards face down. Read the complete task card, name TOPIC, PURPOSE, and AUDIENCE, choose the response genre, and defend the decision before earning the point. Store all cards in your Pocket Practice.

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

A family newsletter needs a clear explanation of how students can participate in service.

A student council is deciding whether to add a schoolwide service day and needs a position supported with reasons and evidence.

A local organization needs a student letter requesting partnership.

A class display needs a poem expressing hope, responsibility, and action.

A class inquiry project needs findings about how civic service programs begin and grow.

Self-Check (back of cards)

This page prints on the back of the card page. Each best route sits behind its own card. Flip a card only after your group has defended its decision.

Best route: Informative. Reason: The purpose is to explain to families using organized details.

Best route: Personal narrative. Reason: The purpose is to narrate a true experience for readers; TRAILS helps develop the moment.

Best route: Correspondence. Reason: The purpose is a direct request to a formal audience.

Best route: Argumentative. Reason: The purpose is to justify a claim for a decision-making audience.

Best route: Research / Inquiry. Reason: The job requires investigation, source gathering, synthesis, and presentation.

Best route: Poetry. Reason: The purpose is expressive and artistic.

STUDENT WORKBOOK



Day 2: Attempt

I defend genre decisions in Genre Court



Our Question for Today

How do I defend a genre choice with writing-job language?

1. Genre Court

Listen as your teacher reads each task card. Name the topic, purpose, audience, and genre. Defend your choice with a writing-job reason.

Task Card	My Genre Decision and Reason
Card 1: A school anthology needs a true story showing how one student decision affected another person.	
Card 2: A family newsletter needs a clear explanation of how students can participate in service.	
Card 3: A student council is deciding whether to add a schoolwide service day and needs a position supported with reasons and evidence.	

Round	1	2	3
My partner			
My point			

2. Talk About It

Explain one decision you changed: "I changed my route from ____ to ____ because ____."

My changed decision

3. More Genre Court Cards

Listen to three more task cards. Name the topic, purpose, audience, and genre for each.

STUDENT WORKBOOK



Day 3: Discuss + Use

I write independently



Our Question for Today

How does the purpose decide the response genre, even when the passages are fiction?

1. Discuss: Source Genre vs. Response Genre

"Dream" and "Serve" are both fiction. That tells us the source genre, not the response genre. Complete this frame:

The passage is ____, but the response should be ____ because the writing purpose is ____ for ____.

2. My Independent Narrative

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.

PREPARE Header	My Decision
Topic:	
Purpose:	
Audience:	
Genre:	
Planning Strategy:	
Justification: This route fits because...	

TRAILS Personal Narrative Planner

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

My genre justification: narrative fits because...

[illegible]



My Independent Personal Narrative

Write your narrative. Include setting, actions, a thought or dialogue, an important moment, and a lasting effect.

My narrative

Embedded Check

- ☐ I justified my genre with writing-job language.
- ☐ I included setting and character.
- ☐ I showed an action, thought, or dialogue.
- ☐ I slowed down at the important moment.
- ☐ My narrative ends with a lasting effect.

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What evidence shows that my preparation improved my writing?

1. Award the Best Parts

Read your narrative. Choose two awards from this list: Genre Match Award, Audience Lens Award, Planning Route Award, TRAILS Builder Award, Sentence Architect Award, Convention Checker Award. Point to the sentence that earned the award.

My Two Awards (write them here)

Sentence 1 and Sentence 2

I award myself the ____ Award because I _____. This helped my reader ____.

2. Target My Next Step

Choose one specific goal, curiosity, or stress point.

- ☐ Next time I will explain my genre decision without using the anchor chart.
- ☐ Next time I will transfer one idea into a second genre and describe what must change.
- ☐ Next time I will revise sentence structure more carefully.

My target: Next time I will...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach my decision chain

Our Question for Today

How would I teach someone else the whole path from a writing situation to a justified genre, an effective draft, and a transfer?

1. Genre Expert Fair

Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your own plan or draft, explain one revision or editing decision, and name one transfer idea.

- My topic is ____.
- My purpose is ____.
- My audience is ____.
- The formal genre is personal narrative because ____.
- I planned by ____ because ____.
- One TRAILS decision I made is ____.
- One sentence I revised is ____.
- One convention I checked is ____.
- One idea I could transfer to another genre is ____.

My partner taught me...

2. Transfer: Day 5 Exit Ticket

Complete each part on your own.

Circle the topic. Box the purpose. Underline the audience.

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.

My genre decision and justification

My short narrative (include setting, action, important moment, lasting effect)

My transfer idea: I could turn this into ____, keeping ____ and changing ____.

Check My Exit Ticket

- ☐ I justified my genre with writing-job language.
- ☐ I included setting, action, an important moment, and a lasting effect.
- ☐ I revised at least one sentence for structure.
- ☐ I named a transfer idea.

STOP & THINK

Preparation makes my writing stronger because I own every decision and can explain it.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

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, explain why narrative is the best formal genre for this job, plan with an effective strategy, revise sentence structure, and edit the final draft for the PREPARE conventions.

Circle the topic. Box the purpose. Underline the audience.

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, explain why narrative is the best formal genre for this job, plan with an effective strategy, revise sentence structure, and edit the final draft for the PREPARE conventions.

My Plan

- Name the writing job. Circle the topic. Box the purpose. Underline the audience.
- Choose the genre and justify it with writing-job language.
- Plan with TRAILS: experience, relationship, actions, important moment, lasting effect, setting.
- Write your narrative. Include a thought or dialogue, an important moment, and a lasting effect.

Two possible reasons from the passage

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I revised at least two sentences for varied structure.
- ☐ I checked subject-verb agreement.
- ☐ I checked singular and common nouns.
- ☐ I corrected high-frequency spelling.

Edit

- ☐ Complete simple sentences with subject-verb agreement.
- ☐ Singular nouns used correctly.
- ☐ Common nouns used correctly.
- ☐ High-frequency words spelled correctly.

My improved sentence

Share

Read both versions of your writing to a partner. Your partner names what stayed the same and what changed. Listen for evidence-based feedback rather than a general compliment.

My sharing plan

My Preparation Reflection

Before you turn in your work, write one sentence completing each frame: My genre fits because _____. My strongest TRAILS element is _____. I could transfer this into _____ by keeping _____ and changing _____.

Part	I can show...	Check
Genre decision	I justified my genre with writing-job language.	
TRAILS plan	I planned with all six TRAILS elements.	
Narrative	My writing develops an experience, not just a list.	
Sentence revision	I revised at least two sentences for varied structure.	
Transfer	I named what stays and what changes in a second genre.	
Conventions	I revised sentences and edited for agreement, nouns, and spelling.	
Important moment	I slowed down at the important moment and showed how it changed me.	
Lasting effect	My narrative ends with a lasting effect the reader can feel.	
Setting	I included a setting with details that make the place real.	
Dialogue or thought	I included a thought or dialogue that reveals the experience.	
Decision chain	I can teach my decision chain from memory.	
Audience awareness	I chose details and style with my audience in mind.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High. Pay attention to the genre justification, the TRAILS elements, sentence structure, and the transfer note. Look for how the High exemplar uses writing-job language, develops a vivid important moment, revises sentence structure for variety, and includes a genuine transfer note that names what stays and what changes. After reading all three, write what you notice improving across the levels. Then answer: which response best shows the whole decision chain, and what makes it stronger than the others? Be specific about the evidence you see.

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

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 missing: the sentences are similar in structure and the reflection could be developed. Revise two sentences for varied structure and expand the reflection, then add a transfer note.

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.")

Why it works: 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.

What I notice improving from Low to Medium to High, and which response best shows the whole decision chain



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Say the whole decision chain from memory.	☐	☐	☐
Justify my genre with writing-job language.	☐	☐	☐
Complete, revise, and edit a personal narrative.	☐	☐	☐
Transfer the same content into another genre.	☐	☐	☐
Teach my decision chain to a partner.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

An independent writer analyzes the task, selects and justifies a genre and plan with writing-job language, develops and polishes the draft, and then names what stays and what changes to move the same content into another genre. By using topic, purpose, and audience as evidence for every genre decision, and by teaching the decision chain from memory, the writer proves that preparation has become independence.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new writing situation. Name the topic, purpose, and audience. Choose and justify a genre. Then explain one transfer idea.

My new prompt

Take It Further! Genre Transfer Challenge

Transfer your narrative into a second genre: Transfer the content of your personal narrative into a second genre. Write a short opening in the new genre and explain what changed and what stayed.

- Name the core idea from your narrative that will stay.
- Choose a new genre and name its purpose and audience.
- Decide what must change (form, details, register) for the new job.
- Draft a short opening in the new genre.
- Write a note explaining what changed and what stayed.
- Present both versions to the class. Read the openings and explain the transfer.

My transfer plan: what stays, what changes, new genre, purpose, and audience

My Genre Transfer Challenge

Write your transfer plan in the box below. Label what stays and what changes.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

One Idea, Two Forms

Pick one small experience. Tell it as a story, then say how you would turn it into a thank-you note. Talk about what changed and what stayed. Write one sentence: What changed was _____ and what stayed was _____.

Ask them: when have you told the same story two different ways?

Family member signature: _____

Teach the Decision Chain

Teach someone at home the decision chain: topic, purpose, audience, genre, strategy. Pick something you want to write and explain each step. Write one sentence: My genre is _____ because the purpose is _____.

Ask them: what is the hardest part of deciding how to say something important?

Family member signature: _____

Teach It Back

Have someone at home give you a writing situation. Name the topic, purpose, audience, genre, and plan. If you can teach the whole chain, you own it.

Ask them: if you wrote about this in a different way, what would you have to change?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am an independent writer. I explain the whole decision path and transfer my ideas.

A note to my future writer self

My Proud Moment This Week
