

# PREPARE, Module 4: Week 4

4th Grade Weekly Pacing Guide | Independent Genre Decision and Transfer | Getting Ready to Write

The Writing Academy, LLC  
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**Essential Question:** How does an independent writer explain the whole path from a new writing situation to a finished response and transfer it?

**Passages:** "Serve" (Very High Stamina)

**TEKS:** 4.11A(i), 4.11C(i), 4.12A(i), 4.12A(ii); Editing: 4.11D (i), (vii), (ix), (xxv); Spiral: 4.7A-G

**ELPS:** 1(C), 1(E), 2(E), 2(F), 3(E), 4(C), 4(D), 4(E), 4(F) |  
**Framework:** TRAILS

| Strand                                                                | Monday                                                                                                                                                                                                                                                             | Tuesday                                                                                                                                                                                                                                             | Wednesday                                                                                                                                                                                                                                           | Thursday                                                                                                                                                                                                                   | Friday                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADUATE Lesson</b><br>(15 min/day)                                | <b>G R</b> Gather + Reveal Name the writing situation independently. Read each direction and name the route: personal narrative; informative; correspondence. Reveal the complete chain from memory.<br><a href="#">TLP p. 177</a><br><a href="#">Deck Slide 1</a> | <b>A</b> Attempt Genre Court: Reader reads the whole writing situation; Decision Maker states genre and strategy; Evidence Speaker proves the choice; Checker compares and challenges.<br><a href="#">TLP p. 177</a><br><a href="#">Deck Slides</a> | <b>D U</b> Discuss + Use Independent Writing Assignment: choose a meaningful personal experience, write a personal narrative for a school audience, plan with TRAILS, revise and edit.<br><a href="#">TLP p. 178</a><br><a href="#">Deck Slides</a> | <b>A T</b> Award + Target Choose an award with evidence. Edit for subject-verb agreement, singular nouns, common nouns, and spelling of high-frequency words.<br><a href="#">TLP p. 179</a><br><a href="#">Deck Slides</a> | <b>E</b> Educate + Explain Teach the complete chain to a new learner using your plan and draft. Fresh Recall from memory. Transfer to a different writing situation.<br><a href="#">TLP p. 179</a><br><a href="#">Deck Slides</a> |
| <b>Reading Passage*</b>                                               | Read aloud the passage. DOT unfamiliar words.<br>NOTICE/WONDER.<br><a href="#">Passage text (TLP p. 166)</a>                                                                                                                                                       | Return to passage for guided practice. Mark key evidence.<br><a href="#">Passage text (TLP p. 166)</a>                                                                                                                                              | Reread passage for discussion and independent application.<br><a href="#">Passage text (TLP p. 166)</a>                                                                                                                                             | Reread for evidence: identify key details and connections.<br><a href="#">Passage text (TLP p. 166)</a>                                                                                                                    | Apply passage evidence to the writing assignment. Exit ticket.<br><a href="#">Passage text (TLP p. 166)</a>                                                                                                                       |
| <b>Writing*</b><br>(Student Workbook)                                 | Gather + Reveal: I retrieve the decision chain<br><a href="#">Workbook p. 209</a>                                                                                                                                                                                  | Attempt: GENRE COURT<br><a href="#">Workbook p. 211</a>                                                                                                                                                                                             | Discuss + Use: I write independently<br><a href="#">Workbook p. 215</a>                                                                                                                                                                             | Award + Target: I notice evidence of my growth<br><a href="#">Workbook p. 218</a>                                                                                                                                          | Explain/Educate: I teach my decision chain<br><a href="#">Workbook p. 219</a>                                                                                                                                                     |
| <b>Standards Block</b><br>(20 min: 4 Triplets)                        | Writing Wk 4 Triplet 1 Editing Wk 4 Triplet 1<br><a href="#">Writing Slides</a><br><a href="#">Editing Slides</a>                                                                                                                                                  | Writing Wk 4 Triplet 2 Editing Wk 4 Triplet 2<br><a href="#">Writing Slides</a><br><a href="#">Editing Slides</a>                                                                                                                                   | Writing Wk 4 Triplet 3 Editing Wk 4 Triplet 3<br><a href="#">Writing Slides</a><br><a href="#">Editing Slides</a>                                                                                                                                   | Writing Wk 4 Triplet 4 Evidence Wk 4 Triplet 1-2<br><a href="#">Writing Slides</a><br><a href="#">Evidence Slides</a>                                                                                                      | Editing Wk 4 Triplet 4 Evidence Wk 4 Triplet 3-4<br><a href="#">Editing Slides</a><br><a href="#">Evidence Slides</a>                                                                                                             |
| <b>Writing Workout</b><br>(optional)                                  | Introduce thesis (central idea) building with the passage prompt.<br><a href="#">Check MATE</a>                                                                                                                                                                    | Practice thesis (central idea) with a second prompt.<br><a href="#">Check MATE</a>                                                                                                                                                                  | Select evidence from the passage to support a thesis (central idea).<br><a href="#">Evidence Detective</a>                                                                                                                                          | Main idea thinking levels with passage content.<br><a href="#">OnRAMP</a>                                                                                                                                                  | DEEP FACTS explanation for the writing assignment.<br><a href="#">Explanation Station</a>                                                                                                                                         |
| <b>Stations / Small Group</b><br>(optional)                           | Set up station rotation for the week. Introduce four stations.<br><a href="#">Station Rotation Guide</a>                                                                                                                                                           | Correct It station / Prove It station (rotation begins).<br><a href="#">Correct It</a><br><a href="#">Prove It</a>                                                                                                                                  | Shape It station / Create It station.<br><a href="#">Shape It</a><br><a href="#">Create It</a>                                                                                                                                                      | Continue rotations. Teacher pulls small group for reteaching.<br><a href="#">Station Rotation Guide</a>                                                                                                                    | Complete all stations. Finish drafts in stations if needed.<br><a href="#">Print All Four Stations</a>                                                                                                                            |
| <b>Assessment / Check the Learning</b><br>(per district requirements) | Embedded Check: oral analysis during Gather + Reveal.<br><a href="#">TLP p. 177</a>                                                                                                                                                                                | Practice accuracy check: guided partner activity.<br><a href="#">TLP p. 177</a>                                                                                                                                                                     | Day 3 independent application with accuracy check.<br><a href="#">TLP p. 178</a>                                                                                                                                                                    | Identified strength, next step, and reflection recorded.<br><a href="#">TLP p. 179</a>                                                                                                                                     | Day 5 Exit Ticket + Module Writing Assignment.<br><a href="#">TLP p. 179</a>                                                                                                                                                      |
| <b>Home Connection</b>                                                | Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters.<br><a href="#">Family Letter (TLP p. 143)</a><br><a href="#">Homework PREPARE M4</a>                                                                             |                                                                                                                                                                                                                                                     | Family Activity: practice the week's skill at home with a real-world connection.<br><a href="#">TLP p. 144</a>                                                                                                                                      | Family Activity: discuss the passage topics. Connect learning to family experience.<br><a href="#">TLP p. 144</a><br><a href="#">Homework PREPARE M4</a>                                                                   |                                                                                                                                                                                                                                   |

\* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.