



THE WRITING ACADEMY®, LLC



Module 1

The Writing Job Comes Before the Format

Grade 5 · PREPARE

Low Stamina · Cookie Mystery + Cookie Commission

Tackling TEKS · Reading & Writing

5.11(A)(i) · 5.12(A)(i) · 5.12(A)(ii)



★ Meet Our Week!

Week 1 · Low Stamina · PREPARE (Personal Narrative)

★ Daily Deck

I Will...

- Read, speak, plan, write, revise, edit, and explain my decisions.
- Identify the topic, purpose, and audience before I choose a genre.
- Select a response genre and justify it with the writing job.
- Develop an experience with TRAILS rather than list events.

I Can...

- Select and justify a response genre by using the topic, purpose, and audience.
- Name the topic, purpose, and audience for a writing job.
- Tell the source's reading genre apart from my response genre.
- Plan and draft a personal narrative using TRAILS.



What Is the Writing Job?

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “The Great Chocolate Chip Cookie Mystery”

Stamina: Low

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

Read the three directions: tell a story about a student learning not to repeat a claim before checking evidence;

explain how the Cookie Commission uses evidence to make a recommendation; and support a judgment about the best habit before believing a rumor.

Today you are learning what strong writers do before the first draft. A source passage does not choose your response genre; your writing job does.





Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means: “I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot.





Watch the Genre Compass

Day 1 · Reveal

★ Daily Deck

The Genre Compass is TOPIC to PURPOSE to AUDIENCE to RESPONSE
GENRE to PLANNING STRATEGY.

The passage gives you content. The writing direction gives you the job.





Source Genre and Response Genre

Day 1 · Reveal

★ Daily Deck

A source passage does not choose my response genre. My writing job does.

Source Genre

Both cookie passages are fiction.

Response Genre

The writing job, purpose, and audience choose the response genre.

Say the decision aloud before you draft.



★ Planning Choices

Day 1 · Reveal (cont.)

★ Daily Deck

Choose a Planning Strategy

- Brainstorm
- Freewrite
- Map
- TRAILS, for personal narrative

Watch Me!

Model Cookie Mystery: topic, a true experience of changed thinking; purpose, narrate and reflect; audience, classmates; response genre, personal narrative; strategy, freewriting followed by TRAILS.

Model Cookie Commission: topic, checking a claim; purpose, explain; audience, a younger student; response genre, informative; strategy, map source check, evidence, and conclusion.

Will brainstorming, freewriting, or mapping organize the thinking?

★ Genre Signal Sort

Day 2 · Attempt · Partner Game

★ Daily Deck

Passage 1: “The Great Chocolate Chip Cookie Mystery” & Passage 2: “The Fifth-Grade Cookie Commission”

How to Play

- 1 The reader reads the entire card.
- 2 The decision maker proposes the genre and strategy.
- 3 The evidence speaker proves the choice with topic, purpose, and audience.
- 4 The checker invites one respectful challenge.

Success Check: *A genre name without a topic, purpose, and audience reason does not earn the point.*

Genre Signal Sort Cards

Card 1

Use Cookie Mystery to write a true-to-life story about a student who learns not to repeat a claim before checking evidence.

Narrative.

Card 2

Use Cookie Commission to teach a class how surveys and interviews support a recommendation.

Informative.

Card 3

Use both passages to support which decision-making habit matters most for fifth graders.

Opinion.

Card 4

Write to the cafeteria manager recommending one way to gather student input before ordering treats.

Correspondence.



Talk It Over!

Day 3 · Discuss

★ Daily Deck

During Discuss, put two ideas beside each other and test them.

A source passage does not choose my response genre. My writing job does.

Sort writing jobs by response genre and defend each route.

The writer chooses the response genre from the topic, purpose, and audience before drafting.

A genre name without a topic, purpose, and audience reason does not earn the point.

Student Directions: “Will brainstorming, freewriting, or mapping organize the thinking?”





What Decides the Genre?

Day 3 · Discuss (cont.)

★ Daily Deck

The writer chooses the response genre from the topic, purpose, and audience before drafting.

**the writing job,
not the source genre**

**topic, purpose,
and audience together**

**a planning tool
matched to the genre**

Think about: job · purpose · audience · Will brainstorming, freewriting, or mapping organize the thinking?



★ Try It On Your Own!

Day 3 · Use

CHECK

Names topic, purpose, audience, and response genre.

CHECK

Separates reading genre from response genre.

CHECK

Uses TRAILS to develop an experience.

CHECK

Writes for classmates who need to understand why the change mattered.

Read the complete prompt, fill in every PREPARE field, justify personal narrative for classmates, and choose a planning strategy before you begin TRAILS.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Student Award

- What can I already do? One decision or writing move I made successfully:

Student Target

- What do I want to practice next? One next step for choosing a genre or developing a narrative:

★ Turn and Teach

Day 5 · Explain

★ Daily Deck

1

Topic

Name the topic.

2

Purpose

Name the purpose.

3

Audience

Name the audience.

4

Genre

Choose the
response genre.

5

Strategy

Name the planning
strategy.

Teach the decision chain: Topic, Purpose, Audience, Response Genre, Planning Strategy.

Writing job: Explain how people can check a claim before accepting it, using clear examples from the cookie passages.

1. Name the topic: _____
2. Name the purpose: _____
3. Name the audience: _____
4. Choose the response genre: _____
5. Explain why that genre fits: _____
6. Name a planning strategy: _____

My decision chain:



Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

Matches response genre to reading genre: use one source passage with three writing jobs. Names the job before the genre.

Names a genre without a reason: ask for topic, purpose, and audience. Uses the decision-chain frame.

Lists narrative events: model TRAILS one element at a time. Develops the important moment and lasting effect.

Confuses revision and editing: separate meaning and conventions. Revises first, edits second.

Tell me the job first. What is the topic? What is the purpose? Who is the audience? Now choose the genre that fits.



Enrichment: Connect Across Texts

Enrichment

Challenge: Teach the Genre Compass to a partner and justify two possible genres for one cookie detail by changing the audience and purpose.

Ask students to teach the Genre Compass to a partner and justify two possible genres for one cookie detail by changing the audience and purpose.

One idea, two response genres: Use the survey evidence or circular source for informative writing and correspondence. Explains how purpose and audience change the response.

Compare source and response genre: Explain why a fiction passage can support informative writing. Separates reading genre from response genre.

Planning comparison: Brainstorm and map the same response. Explains which strategy matches the job.



★ My Progress Tracker

Use this tracker as a private reflection tool. Check one response for each skill after you have practiced it.

I Can...	Not Yet	Getting It	I've Got It!
Name topic, purpose, and audience.	Not Yet	Getting It	I've Got It!
Choose a response genre that fits.	Not Yet	Getting It	I've Got It!
Explain why purpose and audience decide genre.	Not Yet	Getting It	I've Got It!
Separate reading genre from response genre.	Not Yet	Getting It	I've Got It!
Choose a matched planning strategy.	Not Yet	Getting It	I've Got It!
Plan with TRAILS.	Not Yet	Getting It	I've Got It!
Draft a personal narrative for classmates.	Not Yet	Getting It	I've Got It!
Revise sentence structure and edit conventions.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

★ **Claims need checking before a writer accepts or repeats them.**

“The Great Chocolate Chip Cookie Mystery” shows how rumors multiply when sources cite one another. “The Fifth-Grade Cookie Commission” shows why a recommendation requires information, cost, student needs, different viewpoints, and more than one percentage.

Reflect & Discuss

Claims need checking before a writer accepts or repeats them.

A recommendation should consider the audience and the whole set of evidence.

Reading genre and response genre are separate decisions.

Low Exemplar

Prompt: Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information.

LOW Level 1

“Narrative. The Great Chocolate Chip Cookie Mystery is fiction. I will write about cookies. The cookies were gone. People told stories. Mrs. Delgado said there was a mystery.”

Evidence Notes: Names a genre and the source type but does not yet name topic, purpose, audience, or a job-based reason. Identifies the problem and an outcome but lists events without developing the important moment or lasting effect.

Next move: Ask, “What is the job your writing must do? Who needs to read it? What changed when the source cited itself?”

Medium Exemplar

Prompt: Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information.

MEDIUM Level 2-3

“The topic is a time I believed a claim. My purpose is to tell the story. My audience is classmates, so I chose personal narrative. At lunch, Jordan said the cookies were gone. Theories multiplied. Mrs. Delgado asked where the claim came from, and the source went back to Jordan.”

Evidence Notes: Names topic, purpose, audience, and genre. The draft needs a clearer important moment and lasting effect. Uses the setting and source problem. Add reactions, precise dialogue, and why the shift from rumor to investigation mattered.

Next move: Use TRAILS to develop the experience rather than list events.

High Exemplar

Prompt: Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information.

HIGH Level 4

“The topic is a time I believed something and then changed my thinking after new information. My purpose is to narrate the experience so classmates understand why the change mattered. My audience is classmates, so my response genre is personal narrative. I planned with freewriting and TRAILS. By 11:42 on Friday morning, the empty cafeteria tray had launched fifth grade into a chocolate-chip-sized emergency. Claims traveled quickly: sixth graders took two each, teachers got the extras, and the principal hid them. Then Mrs. Delgado asked Jordan where he had heard his claim. ‘From Eli.’ Eli’s answer led straight back to Jordan. When Mrs. Delgado described the claim as a source that cites itself, the rumor chain no longer sounded like proof. The class still lacked cookies, but it had gained a more useful problem to solve: a mystery that required questions instead of assumptions.”

Evidence Notes: Complete and justified Genre Compass decision with a matched planning strategy. Uses supported passage details, setting, claims, dialogue content, reactions, the important shift from rumor to investigation, varied sentence structures, and a lasting effect.

★ **This is our target!**