



THE WRITING ACADEMY®, LLC



# Module 2

## Purpose and Audience Change the Response

Grade 5 · PREPARE

Medium Stamina · Cookie Mystery + Cookie Commission

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

Tackling TEKS · Reading & Writing

5.11(A)(i) · 5.12(A)(i) · 5.12(A)(ii) · 5.11(C)(i) · 5.11(D)(i) · 5.11(D)(vii) · 5.11(D)(xxix)

# ★ Meet Our Week!

Week 2 · Medium Stamina · PREPARE (Personal Narrative)

★ Daily Deck

## I Will...

- Name my reader before choosing details.
- Support my genre and strategy choices with purpose and audience.
- Plan and draft with TRAILS and audience-aware craft.
- Revise sentence structure before editing conventions.

## I Can...

- Select and justify a response genre by using the topic, purpose, and audience.
- Adjust details, style, and register to fit my reader.
- Develop a personal narrative with TRAILS and audience-aware craft.
- Revise sentence structure before editing conventions.

# ★ Read Cookie Excerpts

Day 1 · Gather

★ Daily Deck

Read cookie excerpts for dialogue, humor, evidence, surveys, and viewpoints.

## Narrative

Tell a younger student a story about a time new evidence changed your mind.

## Informative or Correspondence

Explain the Cookie Commission process to a school visitor who needs clear information, or write a respectful message to a principal recommending a fair way to gather student preferences.

**I am listening for reasoning, not just the correct card.**

# ★ Listen for the Whole Writing Situation

Day 1 · Auditory Engagement

★ Daily Deck

## Narrative

**dialogue and  
reflection**

A personal narrative for classmates uses dialogue and reflection because the audience needs to enter the moment when thinking changes.

## Correspondence

**respectful register**

A principal-facing recommendation uses a respectful register because the audience and purpose are formal.

## Informative

**accurate details**

An informative explanation selects accurate source details because the purpose is to teach.

## Register

**formal or casual**

Listen for why a detail, style, or register fits one audience.

**Listen to the whole writing situation before you decide.**



# Genre Compass and Day 1 Route Contrast

★ Daily Deck

Day 1 · Gather & Reveal

## Passage 1: “The Great Chocolate Chip Cookie Mystery”

Stamina: Medium

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

Who is the reader, and what does that reader need to understand?

The same evidence can produce very different writing because purpose and audience change what the reader needs.





# 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.**



TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY.

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



# Source Genre and Response Genre

★ Daily Deck

Day 1 · Reveal (cont.)

## Genre Compass

TOPIC to PURPOSE to AUDIENCE to GENRE  
to PLANNING STRATEGY.

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

## Watch Me!

**Cookie Mystery model:** Topic is a true experience. Purpose is narrate and reflect. Audience is classmates. I will freewrite to uncover the change in thinking, then use TRAILS to shape the experience.

**Cookie Commission model:** Topic is checking a claim. Purpose is explain. Audience is a younger student. I will map the main idea, the source check, the evidence, and the conclusion.

The response genre comes from the writing job, not from the source's fiction genre.



# ★ Same Topic, Different Job

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “Cookie Mystery” & “Cookie Commission”

## How to Play

- 1 Read the complete task card.
- 2 Name TOPIC, PURPOSE, and AUDIENCE.
- 3 Choose the response genre.
- 4 Choose or confirm the planning route.
- 5 Defend the decision before earning the point.

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

## Same Topic, Different Job Cards

### Card 1

Write Maya’s evidence-discovery experience for classmates who need to feel the turning point. **Narrative.**

### Card 2

Explain to younger students why checking a source matters before repeating a claim. **Informative.**

### Card 3

Write to a principal requesting permission to survey students about a school choice. **Correspondence.**

### Card 4

Defend a claim about the fairest way a school should choose Friday treats. **Argumentative.**

### Card 5

State which lesson from either cookie passage is most useful for fifth graders and support the judgment. **Opinion.**

### Card 6

Express the idea that one rumor or one piece of evidence can spread outward. **Poetry.**



# Talk It Over!

Day 3 · Discuss

★ Daily Deck

## Cookie Mystery and Cookie Commission are both fictional narratives.

That fact tells us how the sources are written, not how every response must be written.

Show me where the writing direction reveals the purpose and audience.

Your marks should make your genre decision understandable before I hear the genre name.

**Student Directions:** “Use: the passage is fiction, but the response should be \_\_\_ because the purpose is \_\_\_ for \_\_\_.”





# Revise Structure Before Editing Conventions

★ Daily Deck

Day 3 · Discuss (cont.)

**Revise two sentences to improve sentence structure.**

**Original: “The class heard a rumor. The group checked the source. The team changed its conclusion.”**

**Revision: “After the class checked the source, the group changed its conclusion because stronger evidence appeared.”**

**Editing checks agreement, collective nouns, and spelling without replacing the meaning.**

**Revision changed the structure to show the relationship among the actions. Editing will now check agreement, collective nouns, and spelling without replacing the meaning.**



# ★ Try It On Your Own!

Day 3 · Use

## PROMPT

Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision.

## PREPARE

Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification.

## USE

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

**Your experience belongs to you.**

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Student Award

- Choose one evidence-based award: Genre Match, Audience Lens, Planning Route, TRAILS Builder, Sentence Architect, or Convention Checker. Point to the exact work that earned it and name the reader benefit.

## Student Target

- I can choose one specific writing decision to practice next time and explain how it will help my reader.

# ★ Author-Educator Card

Day 5 · Explain

★ Daily Deck

## Author-Educator Card

- 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 \_\_\_\_\_.

## Listener Responsibilities

- Restate the writer's purpose and audience.
- Name one choice that fits the genre.
- Ask, "Explain the reason you chose \_\_\_\_\_."
- Give evidence-based feedback.



# Fresh Recall and Transfer

Day 5 · Educate

★ Daily Deck

**1**

**Topic**

Retrieve the topic.

**2**

**Purpose**

Retrieve the  
purpose.

**3**

**Audience**

Retrieve the  
audience.

**4**

**Genre**

Retrieve the genre.

**5**

**Strategy**

Retrieve the  
planning strategy.

**Close every notebook and face away from the anchor chart. Retrieve Topic, Purpose, Audience, Genre, and Strategy in order; only after both partners commit to the chain may you check and repair it.**



**Writing situation: Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision.**

Develop the important moment with actions, thoughts, dialogue, and reflection so the audience understands why the experience mattered.

PREPARE: Topic: \_\_\_\_\_ Purpose: \_\_\_\_\_ Audience: \_\_\_\_\_ Genre: Personal Narrative Planning Strategy: \_\_\_\_\_

Justification: This route fits because \_\_\_\_\_.

TRAILS: T: \_\_\_\_\_ R: \_\_\_\_\_ A: \_\_\_\_\_ I: \_\_\_\_\_ L: \_\_\_\_\_ S: \_\_\_\_\_.

Revision: Copy one sentence before and after you improve its structure.

Editing: Check one complete simple sentence with subject-verb agreement, one collective noun, and two high-frequency words.

Author-educator sentence: My reader benefits from my choices because \_\_\_\_\_.



# Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

*Step 1. Read one audience card and two openings: the student identifies the reader.*

*Step 2. Ask what the reader knows, needs, and expects: the student names one audience clue.*

*Step 3. Ask for the stronger opening without naming it: the student chooses details and register that fit.*

*Step 4. Use the frame, "This opening fits \_\_\_ because the detail is \_\_\_ and the register is \_\_\_." The student justifies the choice.*

*Step 5. Return to T, I, and L in TRAILS: the student names the experience, change, and lasting effect.*

**We will slow the decision down without changing the thinking. I will give you one audience and two possible openings, and you will choose the opening whose detail and register fit that reader.**



# Enrichment: Connect Across Texts

## Enrichment

**Challenge:** Control the writing job deliberately. Keep the content fixed while you change only the audience, then make each version fit its reader through details, register, and conventions.

**Keep one cookie detail fixed while writing an opening for a best friend and a principal.**

**Same Content, Two Audiences:** Details, register, and conventions change for each reader.

**Compare Reader Effect:** Place the two openings side by side and explain the reader need behind each choice, more than a changed greeting.

**Purpose Shift:** Change only the purpose, then reconsider the route and planning strategy and defend the new decision.

**Source and Response:** Explain why both source passages are fiction while the requested response could be informative, argumentative, or correspondence.



# ★ My Progress Tracker

Use this tracker honestly. It shows what you can do independently and which preparation decision you will strengthen next.

| I Can...                                                            | Not Yet | Getting Set | I Can Do It |
|---------------------------------------------------------------------|---------|-------------|-------------|
| Name topic, purpose, and audience before choosing a genre.          | Not Yet | Getting Set | I Can Do It |
| Adjust details and register to fit my reader.                       | Not Yet | Getting Set | I Can Do It |
| Select and justify a response route.                                | Not Yet | Getting Set | I Can Do It |
| Choose brainstorming, freewriting, or mapping for a reason.         | Not Yet | Getting Set | I Can Do It |
| Develop a personal narrative with TRAILS, dialogue, and reflection. | Not Yet | Getting Set | I Can Do It |
| Revise sentence structure before editing conventions.               | Not Yet | Getting Set | I Can Do It |
| Teach my complete decision chain with evidence.                     | Not Yet | Getting Set | I Can Do It |

# ★ Citizenship Connection

- ★ **A writer changes details and register when the reader's knowledge, needs, and expectations change.**

Students notice that Maya's team compares sources and that the commission considers cost, dietary needs, survey data, and different viewpoints. A writer changes details and register when the reader's knowledge, needs, and expectations change.

## Reflect & Discuss

Citizenship Question: "How can listening to different viewpoints and checking evidence help a group make a fair decision?"

# Low Exemplar

Prompt: Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused a changed decision.

## **LOW** Level 1

**“The team searched online. They found Ruth Wakefield. Maya said the story might not be true.”**

**What Is Working:** The response identifies the investigation and a discovery from the passage.

**What Needs Improvement:** Use TRAILS to add the classroom setting, compared sources, Maya's words, and reflection about accuracy.

**Why It Falls at This Level:** It lists events without developing the actions, dialogue, reflection, or reader-focused craft.

# Medium Exemplar

Prompt: Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused a changed decision.

## **MEDIUM** Level 2-3

**“Our team was assigned the history mystery. The first website repeated Eli’s happy-accident story, so we almost stopped there. Then other accounts said Ruth Wakefield was an experienced baker who developed recipes carefully. ‘That doesn’t sound like somebody randomly throwing things into a bowl,’ Maya said. We compared several sources instead of trusting the first one.”**

**What Is Working:** The setting, actions, dialogue content, and source comparison form a clear sequence.

**What Needs Improvement:** Revise the ending to emphasize why comparing sources changed what the team believed.

**Exact Next Move:** Add reflection that the most exciting version of a story is not always the most accurate one.

# High Exemplar

Prompt: Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused a changed decision.

## HIGH Level 4

“Our team was handed the history mystery, and I was sure I already knew the answer. Eli’s ‘happy accident’ story was the fun one, and the first website repeated it word for word. Then we kept reading. Other accounts described Ruth Wakefield as an experienced baker at the Toll House Inn who developed her recipes carefully, and the evidence suggested the creation was more deliberate than the popular story made it sound. ‘So the accident story might not be completely true?’ Jordan asked. Instead of stopping after the first source, we compared several. When Mrs. Delgado asked what we had discovered, I finally understood my own change of mind: the most exciting version of a story is not always the most accurate one, and now I check more than one source before I believe it.”

**Evidence:** They compared several sources instead of stopping after the first one. **Explanation:** The action shows why stronger evidence changed the team’s belief and supports a narrative reflection for classmates.

★ This is our target!