



THE WRITING ACADEMY®, LLC



Module 3

Choose the Route and the Planning Strategy

Grade 5 · PREPARE

High 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 3 · High Stamina · PREPARE (Personal Narrative)

★ Daily Deck

I Will...

- Read, speak, plan, write, revise, edit, and explain my decisions.
- Match my planning tool to the writing job.
- Prove my choices with topic, purpose, and audience.

I Can...

- Select and justify a response genre by using topic, purpose, and audience.
- Choose a planning strategy that fits the thinking my genre requires.
- Justify both my genre and my planning strategy with a clear reason.
- Revise at least two sentences to improve sentence structure before editing.



Read for a Later Writing Decision

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “The Great Chocolate Chip Cookie Mystery”

Stamina: High

How does a writer choose a planning strategy that fits the genre?

Gather evidence, compare viewpoints, and notice usable details.

Different writing jobs call for different ways of organizing thought!





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 RESPONSE GENRE to PLANNING
STRATEGY

Choose the tool that organizes the thinking your genre requires!



Reading Genre Is Not Response Genre

Day 1 · Reveal

★ Daily Deck

State that the source texts are fiction, but the response genre depends on the new writing job.

Reading Genre

The cookie passages are fiction.

Response Genre

The new writing job decides the response, and the planning strategy organizes the thinking.

Do not choose a genre because the passage is fiction.



★ Three Planning Strategies

Day 1 · Reveal (cont.)

★ Daily Deck

A Response Genre Is the Route

A response genre is the route. A planning strategy is the tool you use to organize the thinking that route requires.

Brainstorming, freewriting, and mapping are choices, not identical worksheets.

Watch Me!

Informative plus map: A map can organize several connected influences.

Correspondence plus brainstorm: A brainstorm can list purpose, audience needs, requested action, and reasons.

★ Genre Route Relay

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “Cookie Mystery” & “Cookie Commission”

How to Play

- 1 Read the job.
- 2 Name topic, purpose, and audience.
- 3 Place a route card.
- 4 Place a strategy card.
- 5 Defend both choices.

Success Check: *Partners can select different routes if both can state a purpose-audience reason.*

Genre Route Relay Cards

Card 1

Write a personal narrative about a time gathering information changed a choice. **Personal narrative plus freewrite.**

Card 2

Explain three ways students influenced the Cookie Commission recommendation. **Informative plus map.**

Card 3

Generate a school-choice recommendation using survey, cost, and student needs. **Opinion or argumentative response plus map.**

Card 4

Write a formal request to Principal Bennett for a future dessert plan. **Correspondence plus brainstorm.**

Card 5

Investigate whether the most popular choice should win. **Research and inquiry plus map.**

Card 6

Write a poem about the surprise of discovering evidence. **Poetry plus freewrite.**



What did the class learn by checking evidence, listening to different viewpoints, and changing a decision?

Explain why your route and planning strategy fit the job.

Use topic, purpose, and audience as your evidence, not just the name of the genre.

Student Directions: “Explain why your route and planning strategy fit the job.”



Complete the PREPARE Header

Day 3 · Discuss (cont.)

★ Daily Deck

Complete a PREPARE header: Topic, Purpose, Audience, Response Genre, Planning Strategy.

Topic ____ · Purpose

Audience

Response Genre ____ · Planning
Strategy ____

“This genre fits because ____, and this plan fits because ____.”



★ Plan and Draft

Day 3 · Use

TOPIC

Name the topic.

PURPOSE

Name the purpose.

AUDIENCE

Name the audience.

GENRE

Personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice.

STRATEGY

Brainstorming, freewriting, or mapping.

This genre fits because ____, and this plan fits because _____. Plan and draft a personal narrative for classmates.



The Moment of Revision

Day 4 · Award

★ Daily Deck

Student Award

- What can I already do? Name one route or planning strategy choice you made successfully and the evidence in your work.

The Moment of Revision

Improve sentence structure before editing.





What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

Student Target

- I can... I can name one precise next step for explaining purpose, audience, response genre, or planning strategy.

What Do I Still Need to Grow?

Choose a precise target.



★ 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

Choose
brainstorming,
freewriting, or
mapping.

Teach Topic to Purpose to Audience to Response Genre to Strategy.



Exit Ticket

Day 5 · Explain / Educate

★ Daily Deck

Target: I can choose a response genre and planning strategy that fit a writing job.

Writing job: Use "The Great Chocolate Chip Cookie Mystery" to write a personal narrative for your classmates showing how checking evidence changed what the class believed about the missing cookies.

1. Topic: ____

2. Purpose: ____

3. Audience: ____

4. Response genre: ____

5. Planning strategy: ____

6. Justification: This genre fits because _____. This strategy fits because _____.

7. One supported detail: _____

Total Score: _____ / 10

Fresh application: choose a supported detail from one cookie passage, create a clear writing job with a purpose and audience, select the response genre, and choose the planning strategy.





Intervention: Name the Decision

Small-Group Support

★ Daily Deck

Step 1: Name the job. Read one direction aloud. Ask the student to name the topic, purpose, and audience.

Step 2: Place the Genre card. Require one reason.

Step 3: Place the Strategy card. Require one reason about the thinking the genre requires.

Step 4: Rehearse. "This genre fits because ____, and this plan fits because ____."

Step 5: Recheck. Give a fresh direction and return the decisions to the student.

We will slow the decision down without changing the thinking. I will give you one writing task and two planning strategies, and you will place the cards and give one reason for each choice.





Enrichment: Connect Across Texts

Enrichment

Challenge: Keep the genre fixed while designing two defensible planning routes, then choose the stronger route for a named audience.

Students name a shared topic, purpose, audience, and response genre.

They build Planning Route A and Planning Route B, note what each organizes well, and select the route that would produce the stronger draft.

Introduce one purposeful change in audience. Students revise the planning choice and explain what must change in content, style, or register.



★ 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
Separate the passage's reading genre from my response genre.	Not Yet	Getting Set	I Can Do It
Select and justify a response genre.	Not Yet	Getting Set	I Can Do It
Choose brainstorming, freewriting, or mapping for a reason.	Not Yet	Getting Set	I Can Do It
Adjust details and register to fit my reader.	Not Yet	Getting Set	I Can Do It
Develop a personal narrative with an important moment 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

Evidence I can point to:

My next specific action:

★ Citizenship Connection

- ★ **A fair recommendation listens to people who want different things and uses information rather than rumor.**

The Cookie Mystery shows a class checking evidence before blaming anyone. The Cookie Commission shows students listening to different needs before recommending a plan. A fair recommendation listens to people who want different things and uses information rather than rumor.

Reflect & Discuss

Citizenship Question: “How can gathering evidence and hearing different viewpoints help a group make a reasonable recommendation?”

Low Exemplar

Prompt: Use the High-Stamina excerpts of “The Great Chocolate Chip Cookie Mystery” to write a personal narrative showing how gathering information and checking evidence changed what the class believed about the missing cookies.

LOW Level 1

“Our class investigated the missing cookies. Ms. Ruiz showed us the order sheet. The cafeteria guessed wrong.”

What is working: The response names the investigation and one true finding from the passage.

Teacher notes: The response lists events without the setting, dialogue, or the reflection that the evidence changed the class’s thinking.

What needs improvement: Choose a planning strategy and use TRAILS to add the classroom setting, the fruit-cup numbers, the dialogue, and the reflection that the evidence, not the rumor, explained the shortage.

Medium Exemplar

Prompt: Use the High-Stamina excerpts of “The Great Chocolate Chip Cookie Mystery” to write a personal narrative showing how gathering information and checking evidence changed what the class believed about the missing cookies.

MEDIUM Level 2-3

“Our team was sure sixth grade had taken the cookies. Then Ms. Ruiz showed us the order sheet. The cafeteria had prepared 180 desserts and expected about half of the students to choose each option, but only twenty-seven students had selected fruit cups. ‘So there weren’t fewer desserts,’ Eli said. ‘There were fewer cookies,’ Maya corrected. We had blamed sixth grade before we checked the evidence.”

What is working: The setting, the numbers, the dialogue content, and the corrected assumption form a clear sequence.

Teacher notes: The response shows the investigation, but the reflection about why checking evidence mattered could be clearer.

What needs improvement: Revise the ending to explain how checking the order sheet changed what the team believed.

High Exemplar

Prompt: Use the High-Stamina excerpts of “The Great Chocolate Chip Cookie Mystery” to write a personal narrative showing how gathering information and checking evidence changed what the class believed about the missing cookies.

HIGH Level 4

“When the cookies disappeared, I was certain sixth grade had taken them, and I said so out loud. Our team was assigned the history mystery, but another team investigated the missing cookies, and their first clue came from the cafeteria manager, Ms. Ruiz. She showed us the order sheet. The cafeteria had prepared 180 desserts and expected about half of the students to choose each option, but only twenty-seven students had selected fruit cups. ‘So there weren’t fewer desserts,’ Eli said. ‘There were fewer cookies,’ Maya corrected. Back in the room, Mrs. Delgado divided the whiteboard into WHAT WE HEARD, WHAT WE THOUGHT, and WHAT THE EVIDENCE SHOWED, and under the last column we wrote that the cafeteria had predicted more students would choose fruit cups than actually did. I finally understood my own change of mind: I had repeated a rumor before I checked a single fact, and now I gather the evidence before I decide what to believe.”

What is working: The response uses the passage setting, the cafeteria manager, the order-sheet numbers, the dialogue, and the whiteboard columns to build toward the moment the thinking changed. Sentence structures vary, and the reflection communicates a lasting effect for classmates.

Teacher notes: This model plans with a strategy and develops the source-supported experience with TRAILS, keeping classmates focused on why checking evidence mattered.

★ **This is our target!**