



THE WRITING ACADEMY®, LLC



Module 4

Independent Genre Decision and Transfer

Grade 5 · PREPARE

Very 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 4 · Very High Stamina · PREPARE (Personal Narrative)

★ Daily Deck

I Will...

- Read, speak, plan, write, revise, edit, and explain my decisions.
- Defend each genre choice with topic, purpose, and audience evidence.
- Draft, revise, and edit independently rather than waiting for a formula.
- Teach my complete decision chain and show how one idea can move into a second genre.

I Can...

- Independently analyze a new writing task and name the topic, purpose, and audience.
- Select and justify both a response genre and a planning strategy.
- Use TRAILS to develop a personal narrative with an important moment and lasting effect.
- Revise sentence structure, edit conventions, and explain how content transfers into another genre.



Passage Genre Is Not Response Genre

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “The Great Chocolate Chip Cookie Mystery”

Stamina: Very High

How does an independent writer analyze a new task, choose and justify a route, and transfer the same content into another genre?

A source passage does not choose your response genre for you. Your writing job does.

Both cookie passages are fiction; the writing job decides the response.





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.





The Complete Decision Chain

Day 1 · Reveal

★ Daily Deck

TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING
STRATEGY

Purpose and audience decide the genre.



★ Model It, Then Try It

Day 1 · Reveal (cont.)

★ Daily Deck

Retrieve the Chain

Name the topic, name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate, name the audience and what it needs, select the response genre, select brainstorming, freewriting, or mapping, and use TRAILS for formal personal narrative.

Watch Me!

Cookie Mystery model: Topic, a true experience. Purpose, narrate and reflect. Audience, classmates. Genre, personal narrative.

Cookie Commission model: Topic, checking a claim. Purpose, explain. Audience, a younger student. Genre, informative.

★ Genre Court

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “Cookie Mystery” & “Cookie Commission”

How to Play

- 1 Reader reads the whole writing situation.
- 2 Decision Maker states the proposed genre and strategy.
- 3 Evidence Speaker proves the choice using topic, purpose, and audience.
- 4 Checker compares the decision with the Response Ecosystem and invites a respectful challenge.
- 5 Read the whole task, name the job, defend the route.

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

Cases

Card 1

A school anthology needs a true story showing how new information changed one student decision. **Personal narrative.**

Card 2

A family newsletter needs a clear explanation of how students can check information before sharing it. **Informative.**

Card 3

A student council needs a position about how student preferences should influence a school event. **Argumentative.**

Card 4

A principal needs a student letter requesting permission to gather information. **Correspondence.**

★ Genre Court (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Cases, continued

Card 5

A class display needs a poem expressing curiosity, evidence, and changed thinking.
Poetry.

Card 6

A class inquiry project needs findings about the history and accuracy of the popular cookie origin story. **Research/Inquiry.**

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.

Student Directions: “The passage is ____, but the response should be ____ because the writing purpose is ____ for ____.”

★ Revision and Editing

Day 3 · Discuss (cont.)

★ Daily Deck

Revise sentence structure before checking conventions.

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 now checks agreement, collective nouns, and spelling.

Underline one sentence that shows the important moment and star one sentence whose structure was intentionally revised.

★ Personal Narrative Decision

Day 3 · Use

TOPIC

A meaningful personal experience in which evidence, new information, or another person's viewpoint changed what you believed or decided to do.

AUDIENCE

A school audience.

GENRE

Personal narrative, the best formal genre for this assigned job.

STRATEGY

Plan with TRAILS.

This route fits because _____. Plan with TRAILS, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.



Evidence of Growth

Day 4 · Award

★ Daily Deck

Student Award

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





Evidence of Growth

Day 4 · Target

★ Daily Deck

Student Target

- My next writing goal is to _____ because _____.



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 Checks

- Restates the writer's purpose and audience.
- Names one choice that clearly fits the genre.
- Asks for one clarification.
- Gives evidence-based feedback.



Exit Ticket

Day 5 · Explain / Educate

★ Daily Deck

1. Write the topic, purpose, audience, genre, and planning strategy for your narrative.

2. Complete: “This route fits because ____.”

3. Name one important moment and one lasting effect in your TRAILS plan.

4. Copy one original sentence and revise its structure. Explain the reader benefit.

5. Explain how the same content could transfer into a letter, informative piece, or opinion. What would you keep and what would change?





Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

Slow the decision down without changing the thinking: read the whole direction. The student points to purpose and audience clues, selects a card without the teacher naming the route, and rehearses: “The purpose is _____. The audience is _____. The route is _____ because _____.”

Use only Narrative, Informative, and Correspondence first.

For TRAILS, use T, I, and L first: name the experience, identify the moment the thinking changes, and state the lasting effect.

Add R, A, and S after the central change is clear.

Tell me the experience in one phrase. Now point to the exact moment your thinking changed and explain what stayed with you afterward; once that center is clear, we will add the relationships, actions, thoughts, dialogue, and setting that help the reader experience it.





Enrichment: Connect Across Texts

Enrichment

Fixed Content · Purpose Shift · Possible Route

44 percent cookies: Explain the survey to younger students. *Informative*

44 percent cookies: Defend a recommendation to a school council. *Argumentative*

“I am changing only the audience. Reconsider the complete compass, decide whether the original route still serves the job, and defend either keeping or changing it with a precise reason.”

Challenge

Keep the source evidence fixed while changing purpose and audience. Choose the Cookie Commission survey evidence or the circular source in Cookie Mystery. Write three directions for three Response Ecosystem routes. For each direction, name topic, purpose, audience, route, and planning strategy, then draft two opening sentences using only supported details. Compare the reader effect: explain how content, style, register, or conventions change across the three routes.



★ 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 source genre from the response genre.	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.	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

★ **Having a voice means everybody has a chance to be heard before a decision.**

The Cookie Commission considers cost, student needs, allergies, preferences, and compromise. Choosing a response genre requires listening to the complete writing job before deciding.

Reflect & Discuss

Content Connection: The Cookie Commission considers cost, student needs, allergies, preferences, and compromise.

Literacy Connection: Choosing a response genre requires listening to the complete writing job before deciding.

Low Exemplar

Prompt: Explain how the Cookie Commission used evidence to make a reasonable recommendation.

LOW Level 1

“The students wanted different treats. They took surveys. Then they made a plan.”

What Is Working: The response identifies preferences, surveys, and a later plan.

What Needs Improvement: Add the 44 percent result, the cost and allergy information, and the reason a rotating plan with a safe alternative responds to more than one need.

Medium Exemplar

Prompt: Explain how the Cookie Commission used evidence to make a reasonable recommendation.

MEDIUM Level 2-3

“The first survey showed that 44 percent of students chose cookies, but more than half chose something else. Ms. Ruiz explained costs, and the nurse explained allergies. After a second survey revealed students’ reasons, the commission suggested rotating treats and providing a safe alternative.”

What Is Working: The response uses accurate evidence and explains a clear sequence from data to recommendation.

What Needs Improvement: Explain how the plan balances popularity, cost, choice, and access for the school community.

High Exemplar

Prompt: Explain how the Cookie Commission used evidence to make a reasonable recommendation.

HIGH Level 4

“At first, the Cookie Commission treated the largest survey percentage as a winner: 44 percent of students preferred cookies. The class noticed, however, that more than half had selected something else. The commission then added information the first vote could not show. Ms. Ruiz explained cost and preparation, the nurse raised allergy and dietary needs, and a second survey revealed why students made their choices. Because the evidence represented several needs, the students recommended rotating treats, offering a safe alternative each week, and collecting preferences before ordering. Their plan did not give every person a favorite every Friday, but it used evidence and compromise to keep one popular choice from becoming the only choice.”

What Is Working: The response uses source-supported facts, groups related evidence, varies sentence types, and explains how the recommendation responds to popularity, cost, safety, and viewpoints.

★ **This is our target!**