

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

GRADE 5

PREPARE

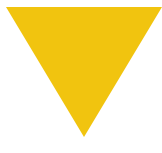
Getting Ready: Choosing a Response Genre

Module 1 · The Writing Job Comes Before the Format

Module 2 · Purpose and Audience Change the Response

Module 3 · Choose the Route and the Planning Strategy

Module 4 · Independent Genre Decision and Transfer



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Teacher Lesson Plan Guide

The Writing Job Comes Before the Format

Grade 5 | PREPARE Cluster | Module 1

Grade: 5

Cluster: PREPARE, choosing a response genre for a topic, purpose, and audience

Module: 1 of the cluster

Primary Instructional Category: Writing readiness and response-genre selection

Module Title: The Writing Job Comes Before the Format

Content Connection / Passage Titles: the fiction passages "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" (Week 1, Low Stamina)

Primary TEKS: [5.11\(A\)\(i\)](#) planning by selecting a genre for a particular topic, purpose, and audience; [5.12\(A\)\(i\)](#) and [5.12\(A\)\(ii\)](#) literary composition

Approximate Daily Instructional Time: 15 MINUTES per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from guessing a form to identifying the job their writing must do. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"A writing task becomes clearer when the writer identifies the job before choosing the form."

TEACHER SCRIPT

"The Great Chocolate Chip Cookie Mystery"

TEACHER SCRIPT

"The Fifth-Grade Cookie Commission."

Connection to this week's type of thinking: name the topic, purpose, and audience, choose the response genre, and select a planning strategy that matches the job.

2. Why This Module Matters

Students learn the Genre Compass: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE. They discover that one source experience can support many different writing jobs, and that the writer chooses the response genre from the topic, purpose, and audience before drafting. Students also learn to separate a source passage's reading genre from the genre of the writing they are asked to create.

Where it fits into writing: the genre decision is the first move of a prepared writer. Personal narrative is introduced as the formal composition route, and TRAILS is used to develop an experience rather than a list of events.

Why it matters beyond this assignment: students carry a durable decision chain into every writing task: name the job, choose the form, and use the tools of that genre to plan and draft.

3. Module Essential / Overarching Question

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

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership happens when families know what is going on. This page gives every family a clear picture of the week's learning, a question they can ask at home, and one simple way to help.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning our fifth-grade PREPARE unit. Writers first identify the writing job, topic, purpose, and audience, and then select the response genre and planning strategy that fit.

We are reading Low Stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." These fiction passages show rumors, assumptions, surveys, evidence, viewpoints, and decisions. Your student will learn that the passages supply ideas and evidence, while the writing direction determines the response. The formal writing product is a personal narrative about a time the writer believed something at first and then changed thinking after receiving new information, planned with TRAILS.

At home, ask: "Before you write, how do you decide what kind of writing to make?" Then discuss how a student checks the cookie claims or how the Cookie Commission uses survey information. This conversation helps your student explain a writing decision aloud before drafting.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante comienza nuestra unidad PREPARE de quinto grado. Los escritores primero identifican el trabajo de escritura, el tema, el propósito y el público, y después seleccionan el género de respuesta y la estrategia de planificación adecuados.

Leemos fragmentos de baja resistencia de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." Estos pasajes de ficción presentan rumores, suposiciones, encuestas, evidencia, puntos de vista y decisiones. Su estudiante aprenderá que los pasajes proporcionan ideas y evidencia, mientras que la instrucción de escritura determina la respuesta. El producto formal es una narración personal sobre un momento en que creyó algo al principio y después cambió de opinión al recibir información nueva, planificada con TRAILS.

En casa, pregunte: "Antes de escribir, ¿cómo decides qué tipo de texto vas a crear?" Después conversen sobre cómo un estudiante verifica las afirmaciones acerca de las galletas o cómo la Cookie Commission usa la información de la encuesta. Esta conversación ayuda a su estudiante a explicar una decisión de escritura en voz alta antes de redactar.

7. Family Conversation Starters

- ¿Por qué un pasaje de ficción no obliga a escribir una narración?
- ¿Cómo trabajan juntos el tema, el propósito y el público?
- ¿Qué información de "The Great Chocolate Chip Cookie Mystery" necesita verificarse antes de creerla?
- ¿Por qué la Cookie Commission necesita más que el porcentaje más grande de la encuesta?

At-Home Connection Card 1, One Source, Two Jobs: Choose one detail from either cookie passage. Explain how the detail could support an informative explanation and a message to the cafeteria manager. Name the purpose and audience for each route.

At-Home Connection Card 2, Genre Compass Retrieval: Without looking at notes, reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Then explain why changing the audience could change the route.

8. Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity: One Idea, Many Jobs

Pick one family memory. Talk about how you would tell it as a story, explain it as information, and turn it into a thank-you note. Notice how the purpose changes what you include.

Family Activity: Change of Mind

Share a short story about a time someone's words changed what you decided to do. Ask your student to name the moment your thinking changed.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use this key to read each day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the writing situation and frames the Genre Compass.
Reveal	■ TEACH	Makes the genre decision and planning strategy visible.
Attempt	○ LEARN	Guided Genre Signal Sort practice.
Discuss	○ LEARN	Students clarify and justify a response genre.
Use	✓ ASSESS	Independent personal narrative application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the decision chain.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, PREPARE Cluster, Module 1
Module Category	Writing readiness and response-genre selection
Primary TEKS	5.11(A)(i) , 5.12(A)(i) , 5.12(A)(ii)
Recursive TEKS	5.11(C)(i) revision; 5.11(D)(i) , 5.11(D)(vii) , and 5.11(D)(xxix) editing
Content Connection	The fiction passages "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"
Daily Lesson Time	15 MINUTES per day, across five days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate
Student Product(s)	Genre Signal Sort reasoning, PREPARE header, TRAILS plan, personal narrative, revision, editing, exit ticket, and author-educator explanation
Formal Assessment Product	Independent personal narrative and standards application check

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will select and justify a response genre using the topic, purpose, and audience, then plan and draft a personal narrative using TRAILS.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will identify the topic, purpose, and audience before I choose a genre.
- I will select a response genre and justify it with the writing job.
- I will develop an experience with TRAILS rather than list events.

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can name the topic, purpose, and audience for a writing job.
- I can tell the source's reading genre apart from my response genre.
- I can plan and draft a personal narrative using TRAILS.

CLASS SLIDE

Meet Our Week: I will identify the writing job first, choose a response genre, plan with a matched strategy, and draft for my audience.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can name the topic, purpose, and audience for a writing job.
- I can choose the response genre that fits the job and explain why.
- I can tell the difference between the source's reading genre and my response genre.
- I can plan a personal narrative with TRAILS and draft it for classmates.
- I can revise one sentence for structure and edit for conventions.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- The Day 2 Genre Signal Sort recording sheet with topic-purpose-audience reasons.
- The Day 3 PREPARE header, TRAILS plan, and personal-narrative draft.
- The Day 4 sentence-structure revision and convention edit.
- The Day 5 Turn-and-Teach explanation of the decision chain.

15. TEKS Correlations

The Student Expectation column contains the full Grade 5 wording supplied for this module.

TEKS	Strand	Student Expectation	Where Taught	Where Assessed
5.11(A)(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Days 1-3	Day 3; Writing Assignment

5.12(A)(i)	Writing Genre	compose literary texts using genre characteristics	Days 3-5	Personal narrative
5.12(A)(ii)	Writing Genre	compose literary texts using craft	Days 3-5	Personal narrative
5.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4	Revised draft
5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; collective nouns; and correct spelling of high-frequency words	Day 4	Edited draft

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	5.11(A)(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	5.12(A)(i)	compose literary texts using genre characteristics	Days 3-5 personal narrative
PRIMARY	5.12(A)(ii)	compose literary texts using craft	Days 3-5 personal narrative
RECURSIVE	5.11(C)(i)	revise drafts to improve sentence structure	Day 4; writing opportunity
RECURSIVE	5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)	edit drafts using standard English conventions	Day 4 editing check

17. ELPS Correlations

ELPS	Domain	Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
4(F)	Writing	Write to narrate, describe, explain, respond, or justify with supporting details.	Days 3 and 5
ELPS 4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Days 3-5
ELPS 4(F)(i)-(iii), (v)-(vii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience	Days 1-5
ELPS 4(D)(i)-(iii)	Writing	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-5
ELPS 4(F)(i)-(viii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience	Days 3-5
ELPS 4(E)(ii)	Writing	write content-area-specific text using grammatical structures	Day 4

ELPS Woven Into Intervention

ELPS	Support	Evidence
ELPS 4(C)(i)	Use a word bank and oral rehearsal.	Student names topic, purpose, audience, and genre.
ELPS 4(F)(i)-(vii)	Use a sentence frame for justification.	Student explains why the response genre fits the job.

ELPS Woven Into Enrichment

ELPS	Extension	Evidence
		Student explains how the strategy matches the genre.

ELPS 4(D)(i)-(iii)	Compare two planning strategies for the same job.	
ELPS 4(F)(i)-(viii)	Teach the decision chain to a partner.	Student uses content vocabulary and an audience-aware register.

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to TOPIC, PURPOSE, AUDIENCE, and RESPONSE GENRE on the visual and place a response-genre card under the writing job.
Beginning	Complete orally: "The topic is _____. The purpose is to _____. The audience is _____."
Intermediate	Use: "The best response genre is _____ because the job requires _____."
High Intermediate	Explain in complete sentences how purpose and audience decide the genre.
Advanced	Independently justify a new genre choice and compare two possible planning strategies.

Language Supports

- Provide the Genre Compass visual and the Response Ecosystem route cards.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level writing job intact. Read it aloud, define one needed word, and return the decision to the student.
- Use: "The topic is _____. The purpose is to _____. The audience is _____. So the best response genre is _____ because _____."
- Invite students to explain purpose and audience in a home language before rehearsing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	In Listen and Label, students hear a complete writing job and identify the best response genre before writing.
Speaking	Students defend each Genre Signal Sort decision with a topic-purpose-audience reason and teach their decision chain to a partner.
Reading	Students read "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" to collect details that could support more than one writing job.
Writing	Students write a PREPARE header, a TRAILS plan, and a personal narrative, then revise a sentence and edit conventions.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, reread it, and let students use the Genre Compass, Response Ecosystem, and TRAILS anchor charts. Provide sentence frames and oral rehearsal.	Name the genre for a student, decide the purpose or audience for a student, or write the narrative for a student.

The student must still name the topic, purpose, and audience, select and justify the genre, plan with TRAILS, and draft independently.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal			

	Name the topic and the reading genre of a passage.	Supported. The teacher may reread part of the passage.	The student names the topic and says the passage is fiction.
Inferential	Choose the response genre from the purpose and audience.	Guided on Days 1 and 2, independent by Day 3.	The student selects a genre and justifies it with purpose and audience.
Evaluative	Plan and draft a personal narrative and revise for structure.	Partner discussion on Day 3, independent by Day 5.	The student develops an experience with TRAILS and improves a sentence.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or the writing job.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a genre choice and a draft.
Level 5	Blue	Reflective	Student connects the decision to the world, purpose, audience, or broader writing habits.

The Progression of Thinking

Level	Student Thinking	Task
Recall	Name the topic and reading genre of a passage.	Identify: State the topic and say the source is fiction.
Skill	Match a writing job to the best response genre.	Categorize: Place a Genre Signal Sort card and defend it.
Strategic	Justify the genre with purpose and audience and plan with TRAILS.	Connect: Explain why the job requires the chosen genre.
Extended	Draft a personal narrative and revise a sentence for structure.	Analyze and create: Develop an experience and improve it.

23. Possible Teacher Misconceptions

Teacher May Misunderstand	What to Notice	Correction
the source's reading genre decides the response genre.	Students are told that a fiction source must lead to narrative writing.	Return to the writing job: purpose and audience decide the response genre.
A genre name is enough.	A student names a genre with no reason.	Require a topic-purpose-audience reason before the choice counts.
Personal narrative means listing events.	A student lists events without an important moment or lasting effect.	Use TRAILS to develop an experience.
Revising and editing are the same.	A student fixes only spelling and calls it revised.	Revise sentence structure first; edit conventions last.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The response genre must match the passage's genre.	The student answers "narrative" because both passages are fiction.	Present different writing jobs from the same passage until the student separates reading genre from response genre.
A genre name is enough.	The student names a genre with no reason.	Require the words purpose and audience in oral reasoning.
Narrative means listing what happened.	The student writes a list of events.	Use TRAILS to develop an experience with an important moment and lasting effect.
Revising and editing are the same.	The student fixes only spelling and calls it revised.	Revise sentence structure first for meaning; edit conventions last.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Primary target: [5.11\(A\)\(i\)](#) plan a first draft by selecting a genre for a particular topic, purpose, and audience using brainstorming, freewriting, or mapping. The composition route is supported by [5.12\(A\)\(i\)](#) and [5.12\(A\)\(ii\)](#). Revision and editing use [5.11\(C\)\(i\)](#), [5.11\(D\)\(i\)](#), [5.11\(D\)\(vii\)](#), and [5.11\(D\)\(xxix\)](#).

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can name my topic, purpose, and audience, choose the genre that fits, and use brainstorming, freewriting, or mapping to plan.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can improve a sentence so my meaning is clearer for my reader.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check that my sentences are complete and that the subject and verb agree.
5.12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	I can write a personal narrative using the characteristics that make a narrative work.

27. This Week I Can...

- ☐ select and justify a response genre by using topic, purpose, and audience.
- ☐ separate a source passage's reading genre from the response genre I will produce.
- ☐ choose a planning strategy matched to the job.
- ☐ plan and draft a personal narrative using TRAILS.
- ☐ revise sentence structure and edit conventions.

28. Before I Can... Prerequisites

- I can tell what a passage is about.
- I can listen for the job a prompt gives me.
- I can name a reader or audience.
- I can tell a true personal experience in order.
- I can write a complete sentence and reread my work.

TEACHER SCRIPT

"Before you choose a form, name the job. A source passage gives you content, but your writing direction gives you the job."

29. Remember This! (60-Second Retrieval)

Ask students to say the Genre Compass aloud: TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. Ask: What is the difference between the reading genre and the response genre? What does TRAILS help a narrative develop?

Remember: purpose and audience decide the genre.

30. Vocabulary Infusion

Use the words in the three tier tables during the lesson. Ask students to use the oral rehearsal frames before writing.

Word	Use in this module
topic	what the writing is about
purpose	the job the writing must do
audience	the reader or readers the writing is for
genre	a kind of writing
narrative	writing that develops an experience through a character and events

31. Conventions Connection

Students revise drafts to improve sentence structure, then edit complete simple sentences with subject-verb agreement, collective nouns, and correct spelling of high-frequency words. This sequence keeps meaning and conventions distinct.

32. Writing Connection

The formal composition route is personal narrative. Students plan a time someone's words, actions, or example changed what they thought or decided to do. They write for classmates who need to understand why the moment mattered.

33. Watch Out!

- Do not let the passage's reading genre choose the response genre.
- Do not accept a genre name without a topic-purpose-audience reason.
- Do not let narrative become a list of events. Use TRAILS.
- Do not call spelling correction revision. Revise sentence structure first.

34. Ready Check

- ☐ I can name a topic.
- ☐ I can name a purpose with a writing verb.
- ☐ I can name an audience and what that audience needs.
- ☐ I can select a response genre and explain why.
- ☐ I can choose brainstorm, freewrite, or map.

35. Teacher Look-Fors

- Students say the decision chain aloud before drafting.
- Students can say that "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" are fiction while choosing a different response genre for a new job.
- Students justify the genre with purpose and audience.
- Students use TRAILS to develop an experience.
- Students revise sentence structure and edit conventions separately.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"We will use everyday words, academic writing words, and passage-specific words to explain the writing job precisely."

Word	Student-Friendly Definition	Passage-Based Oral Frame
cookie	a small baked treat	The missing cookie creates ____.
lunch	a meal eaten around midday	At lunch, the students ____.
problem	something that needs a solution	The fifth grade's problem is ____.
hear	to receive information through listening	Jordan heard ____.
tell	to communicate information	Eli tells the student ____.
think	to form an idea or belief	The student thinks ____.
choose	to select among options	Students choose among ____.
cost	the amount required to obtain something	Cupcakes cost ____.
class	a group of students learning together	The class begins ____.
question	a sentence or idea that asks for information	Mrs. Delgado writes a question about ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"When you hear a word you know, connect it to today's writing decision. When you hear a new word, listen for the example, rehearse the word with me, and then use it in the frame."

Word	Student-Friendly Definition	Module Oral Frame
genre	a kind of writing with a particular job and features	The best response genre is ____.
topic	what the writing is about	The topic is ____.
purpose	what the writing must accomplish	The purpose is to ____.
audience	the reader or readers for the writing	The audience needs ____.
narrative	writing that develops an experience	This narrative develops ____.
evidence	information that supports a conclusion	The evidence shows ____.
source	where information comes from	The source of the claim is ____.
assumption	a belief accepted without enough proof	The students assume ____.
investigate	to examine information to find an answer	The class investigates ____.
brainstorm	to generate many possible ideas before choosing	I brainstormed ideas about ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"Turn to a partner and complete this thought: The purpose is what the writer must accomplish, while the audience is the reader who needs the response."

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission must ____.
recommendation	rek-uh-men-DAY-shun	a supported suggestion about what should be done	The commission's recommendation needs ____.
survey	SUR-vay	a tool for collecting responses from people	The survey shows ____.
viewpoint	VYOOP-oynt	a person's way of seeing an issue	Sofia's viewpoint is ____.
percentage	per-SEN-tij	a part of one hundred	The cookie percentage is ____.
source reliability	sors ree-ly-uh-BIL-uh-tee	how trustworthy a source is	Jordan and Eli's source reliability is ____.
response ecosystem	ree-SPONS EE-koh-sis-tum	seven possible writing routes chosen for different jobs	The Response Ecosystem route is ____.
Genre Compass	ZHAHN-ruh KUM-pus	the decision chain from topic to purpose to audience to response genre to planning strategy	The Genre Compass begins with ____.
TRAILS	traylz	a narrative-planning framework for developing an experience	TRAILS helps a writer develop ____.
collective noun	kuh-LEK-tiv noun	a noun naming a group as one unit	The word class is a collective noun because ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Both cookie passages are fiction, and both give us details worth studying. Keep that source label separate from the response genre we will choose after reading each writing direction.

Both Module 1 sources are fiction. "The Great Chocolate Chip Cookie Mystery" begins with missing cafeteria cookies, rapidly spreading claims, and a circular source: Jordan reports Eli's statement while Eli reports Jordan's. "The Fifth-Grade Cookie Commission" begins with a school treat recommendation, campaign-style preferences, survey percentages, cost information, and competing viewpoints.

More Background for the Teacher

The source genre supplies content and craft to notice; it does not determine the response genre. The same cookie details can support a narrative, informative explanation, opinion, argument, correspondence, poem, or inquiry when the purpose and audience change. Require students to name the writing job before choosing a familiar format.

The Genre Compass is Topic to Purpose to Audience to Genre to Planning Strategy. The Response Ecosystem names seven routes. For the formal personal-narrative application, TRAILS develops Topic or Experience, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, and Setting.

40. Materials Needed

Material	Use
Low Stamina copies of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"	Read source texts and collect details.
Response Genre cards	Sort Narrative, Informative, Opinion, Argumentative, Poetry, Correspondence, and Research / Inquiry.
Genre Compass anchor chart	Name topic, purpose, audience, genre, and planning strategy.
TRAILS anchor chart	Develop a personal narrative.
Topic, Purpose, Audience sorting cards	Practice the decision chain.
Interactive notebooks, sticky notes, sentence strips, colored pencils	Plan, rehearse, draft, revise, and edit.
Genre Signal Sort recording sheet	Record and justify genre choices.

41. Preparation Before Day 1

- ☐ Print and separate the six Genre Signal Sort cards and route labels.
- ☐ Prepare unmarked copies of both Low Stamina cookie passages and separate copies for TRACKS highlighting.
- ☐ Post the independent personal-narrative prompt as a sentence command.
- ☐ Prepare the Genre Compass, Response Ecosystem, TRAILS, and Planning Choices anchor charts.
- ☐ Prepare five-level language supports without changing the cognitive target.

42. Weekly Timing & Transition Overview

Day	GRADUATE Stage	Focus	Product
Day 1	Gather + Reveal	Genre Compass and source reading genre	Decision chain rehearsal
Day 2	Attempt	Genre Signal Sort and planning strategies	Sorted cards with reasons
Day 3	Discuss + Use	Personal narrative job and TRAILS	PREPARE header, plan, and draft
Day 4	Award + Target	Revision and editing	Revised and edited draft
Day 5	Explain / Educate	Turn-and-Teach and transfer	Exit ticket and explanation

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used to move students between activities while reinforcing the prepared-writer idea: the writing job comes before the form.

TEACHER SCRIPT

"Tiny Time! I will name one part of the Genre Compass. Point up for TOPIC, right for PURPOSE, left for AUDIENCE, and down for GENRE. Then whisper the genre that fits."

How to run it: Signal the class. Read one short writing job. Students point to each decision as you name it, then whisper the genre. Read two or three jobs in a row, then have students return quietly to their seats.

Citizenship & Content Connection

44. The Citizenship Connection

The cookie passages connect writing readiness to careful decision making. "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.

Source detail	Idea students may name	Possible writing job
"The Great Chocolate Chip Cookie Mystery": a source cites itself.	Claims need checking before a writer accepts or repeats them.	Write an informative explanation for a younger student.
"The Fifth-Grade Cookie Commission": cookies received 44 percent, but more than half chose something else.	A recommendation should consider the audience and the whole set of evidence.	Write to the cafeteria manager about student input.
Both passages are fiction.	Reading genre and response genre are separate decisions.	Choose a response genre from purpose and audience.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Genre Compass

Decision	Question
TOPIC	What is the writing about?
PURPOSE	What job must the writing do?
AUDIENCE	Who needs this writing?
RESPONSE GENRE	What kind of writing best accomplishes the job?
PLANNING STRATEGY	Will brainstorming, freewriting, or mapping organize the thinking?

Response Ecosystem

Route	Choose It When the Purpose Is To...
Narrative	let an audience experience an event or discovery
Informative	explain or teach information
Opinion	state and support a judgment
Argumentative	make a claim and defend it with reasons and evidence
Poetry	express an idea through poetic craft
Correspondence	communicate directly with a specific reader
Research / Inquiry	investigate a question using sources

TRAILS Narrative Anatomy

Element	What It Develops
T: Topic or Experience	Names the experience the narrative will develop.
R: Relationships	The people, ideas, responsibilities, or connections that matter.
A: Actions, Thoughts, and Dialogue	Precise actions and the thoughts or dialogue that reveal the experience.
I: Important Moment	The discovery, decision, or event that changes the experience.
L: Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S: Setting	Where and when the experience happens, with details that make the place real.

46. Core Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"Established readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above an unfamiliar word.
- **O: Discover.** Determine the meaning during reading and discussion.
- **T: Drop.** Erase the dot after the meaning is understood.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"Watch how I think like a prepared writer. Before I draft, I decide what my writing needs to do. A source passage does not choose my response genre. My writing job does."

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. Say the decision aloud before you draft.

The PREPARE decision has six steps: name the topic; name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate; name the audience and what that audience needs; select the response genre; select a planning strategy; and, for formal narrative work, use TRAILS.

TEACHER SCRIPT

"A prepared writer makes two moves: first the genre decision, then the development. When the purpose is to let a reader experience a moment, choose narrative and develop it with TRAILS instead of listing events."

47. Student Source Passage(s)

Passage use: use the two source texts below at low stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Great Chocolate Chip Cookie Mystery" (Stamina: Low)

- [1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- [2] "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.
- [3] "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.
- [4] "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.
- [5] "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.
- [6] "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.
- [7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.
- [8] "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.
- [9] "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't.
- [10] Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs.
- [11] Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs.
- [12] Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies?

Passage 2: "The Fifth-Grade Cookie Commission" (Stamina: Low)

- [1] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.
- [2] "I heard fifth grade helped solve Friday's dessert problem," she said. Jordan sat taller. "We saved the cookies." "You surveyed students," Principal Bennett corrected. "And then we saved the cookies." Principal Bennett smiled.
- [3] "Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge." She wrote three words on the board: COOKIE COMMISSION The room exploded. "We're in charge of dessert?" "Can we choose doughnuts?" "Can Friday have two Fridays?" "Can we abolish raisins?" Principal Bennett held up one hand.
- [4] "You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation." Jordan whispered to Maya, "This is the greatest moment in American democracy." "I don't think that's what democracy means." "It does today." By lunch, fifth

grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] “Who?” Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. “Cupcakes are clearly more festive,” Sofia argued. “They also cost more,” Maya said.

[7] “You can’t put a price on happiness.” “The cafeteria literally can.” Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, “Vote Banana.” By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, “Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.” The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] “Cookies win!” “Sit down, Congressman Cookie,” Mrs. Delgado said. “But they got the most votes.” Maya examined the numbers. “They got the most votes, but more than half the students voted for something else.” Jordan slowly sat down.

[11] “That feels like unnecessary math.” The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation.

48. Student Annotation Guide

The Great Chocolate Chip Cookie Mystery

Evidence	Details to notice
Time	By 11:42 on Friday morning
Reactions	staring through the cafeteria serving window; the student sighed
Actions	pointed dramatically at an empty silver tray; theories multiplied; pulled up a chair
Character, Concept, Creature	Jordan; Mrs. Delgado
Key Knowledge	We have now discovered a source that cites itself; chocolate chip cookies were invented by accident; You have a mystery
Setting	cafeteria serving window

The Fifth-Grade Cookie Commission

Evidence	Details to notice
Time	On Monday morning
Reactions	Eli looked genuinely confused; The results surprised almost everyone
Actions	You surveyed students; The Cookie Commission began with a survey; the student examined the numbers
Character, Concept, Creature	Principal Bennett; Cookie Commission
Key Knowledge	gather information, consider cost and student needs, hear different viewpoints; chocolate chip cookies received 44 percent of the vote; more than half the students voted for something else
Setting	Mrs. Delgado's classroom

49. TRACKS Evidence Highlighting

Before students choose a genre and plan, they read both cookie passages and tap the evidence marks to find details that could support more than one writing job.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

TEACHER SCRIPT

"As you tap the TRACKS, mark only exact words from the passage. Then explain how one marked detail could support more than one writing purpose."

50. Five-Day GRADUATE Lesson

Module 1 uses the two Low Stamina cookie passages to distinguish the reading source from the writing job, learn the Genre Compass, choose a matched planning strategy, and plan and draft a personal narrative with TRAILS.

Day	GRADUATE Stage	Lesson Focus	Evidence
1	Gather and Reveal	Distinguish source genre from response genre and model the Genre Compass.	Oral decision chain.
2	Attempt	Sort writing jobs by response genre and defend each route.	Genre Signal Sort reasoning.
3	Discuss and Use	Plan and draft the personal narrative with TRAILS.	PREPARE header, TRAILS plan, draft.
4	Award and Target	Recognize evidence of preparation and target a next decision.	Award statement and target.
5	Explain and Educate	Teach the decision chain and transfer the learning.	Author-educator card and fresh recall.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

GATHER ■ TEACH

Students distinguish the reading source from the writing job. 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.

TEACHER SCRIPT

"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."

REVEAL ■ TEACH

Display TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. 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.

Genre Compass Part	Cookie Mystery model
Topic	A true experience of changed thinking.
Purpose	To narrate and reflect.
Audience	Classmates.
Response Genre	Personal narrative.
Planning Strategy	Freewrite, then TRAILS.

TEKS for Today: [5.11(A)(i)], [5.12(A)(i)]

ELPS for Today: 4(F)(i) Write to narrate, describe, explain, respond, or justify with appropriate content for a purpose.

Day 1 Embedded Check

Students complete: "The response genre comes from the writing job because ____." Reteach any answer that names only the passage type.

DAY 2 | ATTEMPT | 15 MINUTES

ATTEMPT ○ LEARN

Use the Genre Signal Sort. The reader reads the entire card, the decision maker proposes the genre and strategy, the evidence speaker proves the choice with topic, purpose, and audience, and the checker invites one respectful challenge.

Writing job	Topic	Purpose	Audience	Response genre
Use Cookie Mystery to write a true-to-life story about a student who learns not to repeat a claim before checking evidence.	A changed belief.	Narrate.	Classmates.	Narrative.
Use Cookie Commission to teach a class how surveys and interviews support a recommendation.	Evidence for a recommendation.	Explain.	Students who need instruction.	Informative.
Use both passages to support which decision-making habit matters most for fifth graders.	Decision-making habit.	Support a judgment.	Classmates.	Opinion.
Write a message to the cafeteria manager recommending one way to gather student input before ordering treats.	Student input.	Communicate directly.	Cafeteria manager.	Correspondence.

TEKS for Today: 5.11(A)(i)

ELPS for Today: 4(C)(i) Write with high-frequency and content-area vocabulary; 4(F)(i)-(viii) Use appropriate content, style, register, and conventions for purpose and audience.

TEACHER SCRIPT

"An attempt is allowed to change. State your first decision, listen to the group, and revise when a stronger purpose or audience reason appears. A genre name without a topic, purpose, and audience reason does not earn the point."

Optional Challenge

Change the purpose of the cafeteria-manager card so the writer must defend a claim with reasons and evidence. Explain why argumentative writing becomes stronger than correspondence for that new job.

DAY 3 | DISCUSS AND USE | 15 MINUTES

DISCUSS ○ LEARN

TEACHER SCRIPT

"During Discuss, put two ideas beside each other and test them. Use the full frame, listen for whether your partner named purpose and audience, and ask for the missing reason when the explanation stops at the source genre."

Students use: "The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____." They compare brainstorming, freewriting, and mapping and separate the source reading genre from the response genre they produce.

USE ✓ ASSESS

TEACHER SCRIPT

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

Students complete the formal task: write a short personal narrative about a time they believed something at first and then changed their thinking after receiving new information. They write for classmates who need to understand why the change mattered.

PREPARE Decision	Student response
Topic	_____
Purpose	to _____
Audience	_____
Response genre	_____
Planning strategy	brainstorm / freewrite / map / TRAILS

TEKS for Today: [5.12(A)(i)], [5.12(A)(ii)], [5.11(C)(i)], [5.11(D)(i)], [5.11(D)(vii)], [5.11(D)(xxix)]

ELPS for Today: 4(D)(i)-(iii) Write with varied sentence lengths, types, and transitions.

TRAILS: T, Topic or Experience; R, Relationships; A, Actions, Thoughts, and Dialogue; I, Important Moment; L, Lesson or Lasting Effect; S, Setting.

Independent Personal Narrative Check

Check	Evidence
Names topic, purpose, audience, and response genre.	
Separates reading genre from response genre.	
Uses TRAILS to develop an experience.	
Writes for classmates who need to understand why the change mattered.	

DAY 4 | AWARD AND TARGET | 15 MINUTES

TEKS for Today: [5.11(C)(i)], [5.11(D)(i)], [5.11(D)(vii)], [5.11(D)(xxix)]

ELPS for Today: 4(E)(ii) Write content-area-specific text using grammatical structures.

AWARD ✓ ASSESS

TEACHER SCRIPT

"Award is not a compliment you give yourself; it is a claim you prove. Choose one category, place your finger on the evidence in your plan or draft, and explain how that choice helped your reader."

Students choose an award only when they can point to evidence: genre match, audience lens, planning route, TRAILS development, sentence architecture, or convention checking.

TARGET ✓ ASSESS**TEACHER SCRIPT**

"Target one decision you can practice the next time you write. Replace broad goals such as write better with an observable action, a reason, and evidence that will show improvement."

Students name one specific next action, such as "I will name the audience before choosing the genre" or "I will stop using the passage type as my reason for the response genre." Revision improves sentence structure first. Editing then checks complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.

Award choices: Genre Match, Audience Lens, Planning Route, TRAILS Builder, Sentence Architect, or Convention Checker. The student points to evidence for the choice.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES**EXPLAIN ✓ ASSESS**

Students use an Author-Educator Card to teach the complete decision chain with evidence from their own plan and draft. The listener restates purpose and audience, names one choice that fits, and asks for the reason behind any choice that is unclear.

EDUCATE

Partners close their notebooks and retrieve Topic, Purpose, Audience, Genre, and Strategy. Then they use the two cookie examples to show that one fiction source can support different response genres.

Speaker says	Listener checks
"My topic is _____. My purpose is _____. My audience is _____."	Topic, purpose, and audience are named.
"The formal genre is personal narrative because _____."	The genre is justified by the job.
"I planned by _____ because _____."	The strategy matches the thinking.
"One sentence I revised or one convention I checked is _____."	The writer can explain the decision.

TEKS for Today: [5.12\(A\)\(i\)](#), [5.12\(A\)\(ii\)](#)

ELPS for Today: 4(F)(i)-(viii) Communicate with content, style, register, and conventions appropriate to purpose and audience.

Students return to the overarching question: a writer names the job, chooses the response genre and planning strategy that fit, develops the response with the route's tools, revises structure, edits conventions, and explains the decision with evidence.

CLOSING SCRIPT

"You can name the writing job before choosing a format. Use the Genre Compass, match purpose and audience to a response genre, and begin a stronger draft."

Student Exemplars

51. Low / Developing Exemplar

Student Work	Evidence Notes
"Narrative. The Great Chocolate Chip Cookie Mystery is fiction. I will write about cookies."	Names a genre and the source type but does not yet name topic, purpose, audience, or a job-based reason.
"The cookies were gone. People told stories. Mrs. Delgado said there was a mystery."	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?"

52. Medium / Approaching Exemplar

Student Work	Evidence Notes
"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."	Names topic, purpose, audience, and genre. The draft needs a clearer important moment and lasting effect.
"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."	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.

53. High / Secure Exemplar

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

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

The strongest response first names topic, purpose, and audience, then selects and justifies the response genre. A student may select different routes when the writing job supports them, but must explain the choice. For the formal composition route, personal narrative is justified when the purpose is to let classmates experience a moment and understand why it mattered.

55. Standards Evidence Trail

TEKS	Artifact	Teacher Look-For
5.11(A)(i)	PREPARE header and Genre Signal Sort	Topic, purpose, audience, genre, and strategy are named.
5.12(A)(i) and 5.12(A)(ii)	Personal narrative	Genre characteristics and craft develop an experience.
5.11(C)(i)	Revised sentence	Sentence structure is improved.
5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)	Edited draft	Conventions are checked after revision.

56. Assessment Opportunities

Informal Assessment: During the Day 2 Attempt, listen in on partner talk and ask two or three students to point to the exact words that prove their answer. Note who names the evidence on their own and who needs another model.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Opportunity	When	Evidence
Listen and Label	Day 1	Names the response genre.
Genre Signal Sort	Day 2	Gives a topic-purpose-audience reason.
Personal narrative	Day 3	Uses TRAILS and writes for classmates.
Revision and editing	Day 4	Improves sentence structure and conventions.

Assessment Prompt Bank

Prompt	Expected route	Reason
Tell classmates about a time someone's words changed your decision.	Personal narrative.	Let the audience experience a moment.
Explain source checking to a younger student using "The Fifth-Grade Cookie Commission."	Informative writing.	Teach information.
Write a note to Ms. Ruiz about one way you can gather student input.	Correspondence.	Communicate with a specific reader.

Additional Secure Exemplars

Job	Response choice	Why it fits
Explain how the Cookie Commission uses survey information and cost information.	Informative writing.	The purpose is to explain and the audience needs clear information.
Write to the cafeteria manager about gathering student input.	Correspondence.	The purpose is direct communication with a specific reader.

Secure Response: Evidence and Explanation

Decision evidence	Explanation
"My purpose is to narrate the experience so classmates understand why the change mattered."	The purpose supports personal narrative.
"My audience is classmates."	Audience-aware details make the change understandable.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

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:

58. Exit Ticket Answer Key

Part	Strong answer
Topic	Checking a claim before accepting or repeating it.
Purpose	To explain.
Audience	A younger student or students who have not read the passages.
Response genre	Informative writing.
Why	The purpose is to explain information for an audience that needs clear examples.
Planning strategy	Mapping source check, evidence, and conclusion, with a reason for the choice.

59. Scoring Principle

Score the decision, not a memorized genre label. A secure response names topic, purpose, and audience; chooses a genre that fits; justifies it; and identifies a planning strategy. For narrative, also look for TRAILS, craft, revision, and editing.

60. Gradebook Conversion

Level	Evidence	Meaning
Secure	Complete decision chain, justified genre, matched strategy, and developed narrative.	Independently meets the module destination.
Approaching	Names most parts and chooses a plausible genre but needs support.	Progressing toward independence.
Developing	Names a form without connecting it to the job.	Needs Genre Compass reteaching.

61. Recommended Gradebook Label

G5 PREP M1

Record independence with selecting and justifying a response genre, choosing a matched planning strategy, and developing the formal personal narrative.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment Part	Requirement
Writing job	Write a short personal narrative about a time you believed something at first and then changed your thinking after receiving new information.
Topic	One true experience of changed thinking.
Purpose	Help classmates understand why the change mattered.
Audience	Classmates.
Response genre	Personal narrative.
Planning	Use TRAILS to develop the experience rather than list events.
Revision and editing	Revise sentence structure; edit complete simple sentences with subject-verb agreement, collective nouns, and correct spelling of high-frequency words.

63. Student Planning Frame

PREPARE Header: Topic _____ Purpose to _____
 Audience _____ Response genre _____ Planning strategy _____

TRAILS: T, Topic or Experience _____; R, Relationships _____; A, Actions, Thoughts, and Dialogue _____; I, Important Moment _____; L, Lesson or Lasting Effect _____; S, Setting _____

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
Genre decision	Names and justifies personal narrative with topic, purpose, and audience.	Chooses narrative and names some decision parts.	Names a form without a job-based reason.
TRAILS development	Develops relationships, actions, important moment, lasting effect, and setting.	Includes an experience with some development.	Lists events or gives a topic only.
Craft and audience	Uses details, thoughts, dialogue, and sentences for classmates.	Includes some details.	Gives few details.
Revision and editing	Improves sentence structure and edits conventions.	Completes one revision or edit with support.	Does not yet distinguish revision from editing.

65. Writing Gradebook Conversion

Score	Conversion	Evidence
4	Secure	Genre decision and narrative are independent and developed.
3	Approaching	Genre decision is mostly justified; narrative needs one move.
2	Developing	Some planning is present; response genre or purpose is unclear.
1	Beginning	Writing job and genre decision are not connected.

66. Teacher Feedback Shortcuts

- "Name the job before naming the form."
- "Add the audience: who needs this writing?"
- "Your genre choice needs a purpose-and-audience reason."
- "Use TRAILS to develop the important moment."
- "Revise sentence structure first; edit conventions last."

Response to Student Need

67. Intervention: Name the Thinking

Need	Teacher Move	Student Response
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.

TEACHER SCRIPT

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

68. Embedded Checks & Student Support

Moment	Quick check	Support
Before sorting	Names one audience.	Offer audience cards and read the job aloud.
After sorting	Explains the genre choice.	Use the oral rehearsal frame.
Before drafting	Completes PREPARE header.	Allow brainstorm, freewrite, or map.
During drafting	Develops an important moment.	Ask one TRAILS question.

69. Student Support Quick Reference

Student says	Teacher responds	Frame
"I don't know what to write."	Start with the topic and brainstorm an experience of changed thinking.	"One experience I could develop is ____."
"Narrative because the cookie passage is a story."	Return to purpose and audience.	"My purpose is to ____ for ____."
"I wrote everything that happened."	Ask for the important moment and lasting effect.	"My thinking changed when ____."

70. Enrichment: Connect Across Texts

Extension	Student Work	Evidence
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.

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.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one detail from "The Great Chocolate Chip Cookie Mystery" or "The Fifth-Grade Cookie Commission." Create a new writing job with a purpose and audience, then produce the response using only details supported by the excerpts.

1. Name topic, purpose, and audience.
2. Choose and justify the response genre.
3. Choose brainstorming, freewriting, or mapping; use TRAILS if the route is personal narrative.
4. Draft for the stated audience.
5. Revise one sentence for sentence structure using **5.11(C)(i)**.
6. Edit using **5.11(D)(i)**, **5.11(D)(vii)**, and **5.11(D)(xxix)**.

WRITING REQUIREMENT

Use precise vocabulary from this module's three tier tables.

Success Criteria

- I name topic, purpose, and audience.
- I choose and justify a response genre.
- I match the planning strategy to the job.
- I revise sentence structure before editing conventions.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read aloud and improve one sentence. **Edit.** Check complete sentences, agreement, nouns, and spelling. **Share.** Read to a partner, who identifies the decision chain and important moment.

Engagement & Home Connection**73. Auditory Engagement Moments**

- Read one writing job aloud. Students name topic, purpose, audience, and genre.
- Partners say, "The purpose is to _____. The audience is _____."
- Read a Genre Signal Sort card aloud; students say the genre and explain why it fits.
- A student teaches the decision chain while a partner listens.

74. Pause Points**BEFORE WRITING**

What is the job? Name topic, purpose, and audience before the form.

MIDWAY

Does the genre fit the job? Does the planning strategy organize the thinking?

BEFORE YOU FINISH

Does the narrative use TRAILS and help classmates understand why the moment mattered?

75. At-Home Connection

Discuss a claim from "The Great Chocolate Chip Cookie Mystery" or a recommendation from "The Fifth-Grade Cookie Commission." Ask what information a careful writer would check before deciding what to believe or recommend.

FAMILY QUESTION

"Before you start writing, how do the purpose and audience help you choose a genre?"

FAMILY ACTIVITY

Name the topic, purpose, audience, response genre, and planning strategy for one cookie-passages writing job.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"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.			
Choose a response genre that fits.			
Explain why purpose and audience decide genre.			
Separate reading genre from response genre.			
Choose a matched planning strategy.			
Plan with TRAILS.			
Draft a personal narrative for classmates.			
Revise sentence structure and edit conventions.			

77. Student Award

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

78. Student Target

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you named topic, purpose, and audience; selected and justified a response genre; separated source genre from response genre; planned with a fitting strategy; and developed a personal narrative with TRAILS. Preparation makes the draft stronger."

TEACHER SCRIPT

"Think back to the missing-cookie claims and the Cookie Commission's decision work. Those sources gave us content, but each writing direction gave us a different job; that is why prepared writers use the Genre Compass before choosing a format."

TEACHER SCRIPT

"Turn to a partner and teach the chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name how TRAILS helps a personal narrative reveal an important moment and lasting effect."

80. Essential / Overarching Question, Answered

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

A writer names the topic, purpose, and audience, chooses the response genre that fits the job, and selects a planning strategy that organizes the thinking. The writer then uses the tools of that genre to plan and draft. In this module, personal narrative uses TRAILS to develop an experience for classmates.

CLOSING SCRIPT

"Before you choose a form, name the job. When you know your topic, purpose, and audience, you can choose a response genre that fits and begin a stronger draft."

81. Teacher Reflection

- Which students named topic, purpose, and audience independently?
- Which students matched response genre to reading genre?
- Which planning strategy helped each student begin?
- Which students used TRAILS?
- Who needs another pass with revision and editing?

82. Teacher Artifacts of Effectiveness

- Genre Signal Sort recording sheets
- PREPARE headers and TRAILS plans
- Personal narratives for classmates
- Revised sentences and edited drafts
- Turn-and-Teach explanations

- My Progress Trackers

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Location
1	The Writing Job Comes Before the Format	Grade 5 PREPARE, Module 1, Cookie Mystery + Cookie Commission	Cover
2	Meet Our Week	Learning destination and success criteria	Day 1
3	What Is the Writing Job?	Topic, purpose, audience, response genre	Gather
4	Watch the Genre Compass	Model the decision chain	Reveal
5	Source Genre and Response Genre	Both cookie passages are fiction; the job chooses the response genre	Reveal
6	Planning Choices	Brainstorm, freewrite, map, TRAILS	Reveal
7	Genre Signal Sort	Sort and justify cookie-passage writing jobs	Attempt
8	Turn and Teach	Teach the decision chain	Explain
9	My Progress Tracker	Reflect on independent work	Day 5

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Share one Genre Compass decision and personal narrative.
Sorting	Drag topic, purpose, audience, and genre cards on a shared slide.
Breakout discussion	Pairs name the job and rehearse the genre decision.
Oral response	Students say the decision chain before typing.
Asynchronous option	Submit a PREPARE header, TRAILS plan, and personal narrative.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your notes here help strengthen the next teaching cycle.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Purpose and Audience Change the Response

Grade 5 | PREPARE Cluster | Module 2

Grade: 5

Cluster: PREPARE, response genre selection through purpose and audience

Module: 2 of the cluster

Primary Instructional Category: Writing readiness, response genre, and personal narrative

Module Title: Purpose and Audience Change the Response

Content Connection / Passage Titles: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"

Primary TEKS: [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\(D\)\(xxix\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

Prepared writers do not let a source passage choose the response for them. They name the topic, purpose, and audience, then choose the genre and planning strategy that fit the writing job.

TEACHER SCRIPT

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

TEACHER SCRIPT

"The Great Chocolate Chip Cookie Mystery"

TEACHER SCRIPT

"The Fifth-Grade Cookie Commission."

Connection to this week's thinking: move through the Genre Compass, Topic to Purpose to Audience to Response Genre to Planning Strategy. Keep the source genre separate from the response genre you produce.

2. Why This Module Matters

Students move beyond naming genres and learn to match a response genre to a real audience. They transform cookie-related content into different writing jobs, then study why a personal narrative needs scene, actions, thoughts, dialogue, and reflection for classmates. The formal independent product is a developed personal narrative about a changed decision or belief.

Where it fits into writing: the Genre Compass turns a writing situation into a defensible decision. A fiction source can support a narrative, informative explanation, opinion, argumentative response, poem, correspondence, or research and inquiry response when the purpose and audience change.

Why it matters beyond this assignment: writers carry this decision chain into every subject. They choose details, craft, style, register, and conventions because a particular reader needs a particular response.

3. Module Essential / Overarching Question

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

Students record an initial idea, then return to the question after selecting, planning, drafting, revising, editing, and explaining a response.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page explains how a fifth-grade writer identifies the writing job, selects a response genre, and changes details, craft, style, and register for a reader. The family conversation asks for reasoning, not a memorized genre label.

How to Send It: share the English or Spanish letter, then invite the student to explain how one true story could sound different for a friend and a principal.

5. Family Letter (English)

Dear Families,

This week your student continues our fifth-grade PREPARE unit. Writers first identify the writing job, including the topic, purpose, and audience. Then they adjust the genre, details, craft, style, register, and conventions so the response fits the reader.

We are reading the Medium-stamina excerpts "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." Maya's team compares several sources about Ruth Wakefield instead of trusting the first story, and the Cookie Commission weighs cost, dietary needs, survey information, and different viewpoints before recommending a Friday treat. The formal writing product is a personal narrative about a time new information, another viewpoint, or stronger evidence changed a decision. The narrative uses actions, thoughts, dialogue, and reflection so classmates understand why the experience mattered.

At home, ask, "Who is your reader, and what does that reader need to understand?" Then discuss how the same true story could be told one way for a friend and another way for a principal.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante continúa nuestra unidad PREPARE de quinto grado. Los escritores primero identifican el trabajo de escritura, incluyendo el tema, el propósito y el público. Después ajustan el género, los detalles, la técnica, el estilo, el nivel de formalidad y las convenciones para que la respuesta se adapte al lector.

Leeremos los fragmentos de resistencia media "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission". El equipo de Maya compara varias fuentes sobre Ruth Wakefield en vez de confiar en la primera historia, y la Comisión de Galletas considera el costo, las necesidades alimentarias, los datos de las encuestas y distintos puntos de vista antes de recomendar un postre para el viernes. El producto formal es una narración personal sobre una vez en que información nueva, otro punto de vista o evidencia más sólida cambió una decisión. La narración usa acciones, pensamientos, diálogo y reflexión para que los compañeros entiendan por qué el momento fue importante.

En casa, pregunte: "¿Quién es tu lector y qué necesita entender?" Después conversen sobre cómo la misma historia verdadera podría contarse de una manera para un amigo y de otra manera para un director.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- Why does the same true story sound different when the reader changes?
- What does a principal need to know that a best friend might not?
- Why did Maya's team compare several sources before believing the cookie story?
- Which details would you add or remove for a formal reader?

8. Simple Family Activities

Both activities use the module's cookie content and end in open conversation.

Family Activity: One Story, Two Readers

Choose one small true experience. Tell it once for a friend and once for a teacher or principal. Name one detail, one word choice, and one level of formality that changed for each reader. Ask the student to explain why each choice fits that reader.

Family Activity: Purpose and Audience Retrieval

Without looking at notes, reconstruct the chain, Topic to Purpose to Audience to Genre to Planning Strategy. Then explain how changing only the audience could change the details and register.

Teacher Road Map

9. Teacher Navigation Key

Use the symbols to see whether a moment teaches, develops, or assesses the module's Grade 5 writing expectations.

- **TEACH** : teacher explicitly teaches or models the TEKS
- **LEARN** : student practices or develops the TEKS
- ✓ **ASSESS** : student independently demonstrates or transfers learning

Teacher Script : exact recommended teacher language

Class Slide : corresponding classroom cue

10. GRADUATE Evidence Alignment

Each stage produces evidence specific to selecting and justifying a response genre.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students notice that the same cookie content can serve different writing jobs.
Reveal	■ TEACH	The Genre Compass and Audience Lens become visible.
Attempt	○ LEARN	Students sort jobs and defend a route with topic, purpose, and audience.
Discuss	○ LEARN	Students separate source genre from response genre.
Use	✓ ASSESS	Students complete the PREPARE header and TRAILS plan independently.
Award	✓ ASSESS	Students point to evidence of growth in a plan or draft.
Target	✓ ASSESS	Students name one observable next action.
Explain / Educate	✓ ASSESS	Students teach the decision chain and craft choice with evidence.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, PREPARE Cluster, Module 2, Medium stamina
Module Category	Writing readiness, response genre, purpose, audience, and personal narrative
Primary TEKS	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)
Primary Breakout	Select and justify a response genre for a particular topic, purpose, and audience, then compose an audience-aware personal narrative.
Recursive TEKS	Revision improves sentence structure; editing checks complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.
Content Connection	"The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate

Student Products	Same Topic, Different Job reasoning; PREPARE header; TRAILS plan; personal narrative; structural revision; editing check; author-educator explanation
Formal Assessment Product	Audience-aware personal narrative and standards application check

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will select and justify a response genre using topic, purpose, and audience, then plan and draft an audience-aware personal narrative with TRAILS, revise sentence structure, and edit required conventions.

I Will Statements

- I will name my reader before choosing details.
- I will support my genre and strategy choices with purpose and audience.
- I will plan and draft with TRAILS and audience-aware craft.
- I will revise sentence structure before editing conventions.

I Can Statements

- I can select and justify a response genre by using the topic, purpose, and audience.
- I can adjust details, style, and register to fit my reader.
- I can develop a personal narrative with TRAILS and audience-aware craft.
- I can revise sentence structure before editing conventions.

CLASS SLIDE

Writers adjust genre, details, craft, style, register, and conventions when purpose or audience changes.

13. Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and strategy.
- My one-sentence justification explains why the route and details fit the reader.
- My TRAILS plan develops an important moment, dialogue, reflection, and a lasting effect.
- My revision improves sentence structure, and my editing checks agreement, collective nouns, and high-frequency spelling.

14. Evidence That Will Demonstrate Mastery

Collect a Same Topic, Different Job decision with a reason, an independent PREPARE header, a complete TRAILS plan, an audience-aware draft, a structural revision, an editing check, and the Day 5 author-educator explanation. Mastery requires a defensible route and a reader benefit, not only a correct label.

15. TEKS Correlations

TEKS	Student Expectation	Where Visible
5.11(A)(i)	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies.	Genre Compass, PREPARE header, Day 1 to Day 3
5.12(A)(i)	Compose literary texts using genre characteristics.	Personal narrative and TRAILS draft
5.12(A)(ii)	Compose literary texts using craft.	Scene, actions, thoughts, dialogue, reflection, and setting
5.11(C)(i)	Revise drafts to improve sentence structure.	Day 3 standards application check

5.11(D)(i)	Edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement.	Draft editing check
5.11(D)(vii)	Edit drafts using standard English conventions, including collective nouns.	Draft editing check
5.11(D)(xxix)	Edit drafts using standard English conventions, including correct spelling of high-frequency words.	Draft editing check

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	5.11(A)(i)	Select and justify a genre for topic, purpose, and audience.	Days 1 to 3
PRIMARY	5.12(A)(i) , 5.12(A)(ii)	Compose a personal narrative using genre characteristics and craft.	Day 3 independent writing and Day 5 teach-back
RECURSIVE	5.11(C)(i)	Revise sentence structure so relationships among ideas are clearer.	Day 3
RECURSIVE	5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)	Edit agreement, collective nouns, and high-frequency spelling in context.	Day 3 and Day 4

17. ELPS Correlations

ELPS	Domain	Complete Student Expectation	Day Addressed
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Days 1, 3, and 5
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 1, 3, and 5
3(G)(ii)	Reading	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Days 1, 2, and 5
4(F)(i) to (iii), (v) to (vii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for a specific purpose and audience	Days 1, 2, 3, and 5
4(D)(i) to (iii)	Writing	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 1 to 3
4(C)(i), 4(D)(i) to (iii), 4(F)(i) to (viii)	Writing	write using content-area vocabulary, varied sentences and transitions, and supporting details with appropriate content, style, register, and conventions for a specific purpose and audience	Days 3 to 5

ELPS Woven Into Intervention

Domain	Support	Evidence
Listening and Speaking	Rehearse the complete purpose and audience frame.	Student explains a route before placing a card.
Reading and Writing	Match a passage detail to a reader and record one justification.	Student completes a labeled PREPARE header.

ELPS Woven Into Enrichment

Domain	Challenge	Evidence
Speaking	Compare two readers and explain why the route remains or changes.	Author-educator teach-back
Writing	Create two openings with fixed content and changed audience.	Annotated detail and register choices

18. ELPS Linguistic Accommodations

Proficiency Level	Listening and Speaking Support	Reading and Writing Support
Preproduction	Point to purpose, audience, register, and craft cards; rehearse with a partner.	Match a passage detail to a reader and copy the route word.
Beginning	Use "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header with a word bank.
Intermediate	Use "This detail fits _____ because _____."	Write one justification and one TRAILS note.
High-Intermediate	Compare two readers before choosing details and register.	Draft varied sentences and revise one relationship.
Advanced	Lead a respectful challenge and restate another writer's reasoning.	Independently plan, draft, revise, edit, and teach the decision chain.

Language Supports

- Provide the Genre Compass and Audience Lens as real text, not color alone.
- Offer oral rehearsal before writing; the student still chooses the genre and reason.
- Keep the full writing direction intact and reread it as needed.
- Use: "The purpose is _____ for the audience _____, so _____ is the strongest genre."

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for the relationship among purpose, audience, genre, detail, style, and register.
Speaking	Students justify genre, detail, and register choices and teach the decision chain.
Reading	Students read both fiction excerpts to collect reusable, audience-flexible details.
Writing	Students complete a PREPARE header, TRAILS plan, audience-aware narrative, revision, and edit.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Reread the direction, provide the Genre Compass and Audience Lens, and accept oral rehearsal.	Name the genre, purpose, audience, detail, register, strategy, or experience for the student.

The student must make and justify the decision and draft independently.

21. Rigor & Cognitive Demand

Level	Student Work	Independence	Evidence
Recall	Name the topic and both sources as fiction.	Supported	Correct source genre and topic.
Skill / Concept	Match a writing job and reader to a route.		

		Guided, then collaborative	Same Topic, Different Job placement.
Strategic Thinking	Justify genre, details, and register with purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach an audience-aware narrative.	Independent	Draft, standards check, and teach-back.

22. The Five Thinking Levels

Level	Color	Student Thinking	Module 2 Task
Level 1	Red	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Connect route and details to purpose and audience.	Defend a route decision.
Level 4	Green	Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 5	Blue	Reflect, transfer, and teach.	Explain how changing the audience changes details and register.

The Progression of Thinking

Thinking Stage	Student Action	Teacher Evidence
Recall	Identify topic and reading genre.	Accurate labels.
Skill	Categorize tasks by route and reader.	Correct sort with a clue.
Strategic	Connect purpose, audience, genre, detail, and register.	Defensible justification.
Extended	Create, revise, edit, and teach.	Independent product and transfer explanation.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	Self-Correct Move
Audience means changing only a greeting.	The teacher may keep details, craft, and register unchanged.	Model how a friend and a principal need different details and formality.
A correct genre label proves mastery.	The teacher may accept a route without a purpose and audience reason.	Require the complete justification frame.
Fiction source means narrative is the only route.	The teacher may overlook informative, opinion, argumentative, poetry, correspondence, and inquiry jobs.	Use the same cookie detail in several writing situations.
Editing can replace revision.	The teacher may praise spelling changes without structural improvement.	Require a sentence-structure revision before the conventions check.

24. Possible Student Misconceptions

What Students May Misunderstand	Teacher Look-For	Correction
Changing audience means changing only the greeting.	Register and details stay the same for every reader.	Compare a friend opening and a principal opening from the same cookie content.
A genre name is enough.	No topic, purpose, audience, or reason.	Use the justification frame before awarding the point.
A narrative is a list of events.	No important moment, dialogue, or reflection.	Return to Important Moment and Lesson or Lasting Effect in TRAILS.
The most popular option is automatically the recommendation.	Student ignores cost, dietary needs, and other viewpoints.	Reread how the Cookie Commission weighs more than the 44 percent survey result.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The primary target is to **5.11(A)(i)** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies. The response then uses **5.12(A)(i)** and **5.12(A)(ii)** to compose a personal narrative with genre characteristics and craft. Revision and editing use **5.11(C)(i)**, **5.11(D)(i)**, **5.11(D)(vii)**, and **5.11(D)(xxix)**.

26. How I Say the Standard!

TEKS says	How I say it
5.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I will name my topic, purpose, and audience, choose a genre and strategy, and explain why they fit.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I will reshape a sentence so my reader can see how my ideas connect.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their	I will edit my draft for agreement, collective nouns, and correct spelling after I revise the structure.

comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	
[5.12(A)] compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	I will write a personal narrative that uses the characteristics my reader needs.

27. This Week I Can...

I can select and justify a response genre with the Genre Compass, adjust details and register for my reader, plan with TRAILS, draft an audience-aware personal narrative, revise sentence structure, and edit conventions.

28. Before I Can... Prerequisites

- Identify a source genre and distinguish it from the response genre a writing job requires.
- Name a topic, purpose, and audience.
- Recognize that a reader knows, needs, and expects different things.
- Write complete sentences and use dialogue punctuation in a draft.
- Use a planning strategy such as brainstorming, freewriting, or mapping.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Close your notes. Reconstruct the Genre Compass in order, then tell your partner what the reader knows, needs, and expects."

Listen for Topic, Purpose, Audience, Response Genre, Planning Strategy. Accept a spoken chain as retrieval, then ask the student to identify one cookie detail that could fit more than one route.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
purpose	what the writer must accomplish	My purpose is to explain, narrate, justify, request, reflect, or investigate.
audience	the reader who needs the response	My audience needs clear details.
genre	a kind of writing suited to a job	I choose the genre that can do the job.
register	how formal the writing sounds	I adjust register for a principal.
TRAILS	a narrative planning framework	TRAILS helps me develop the important moment.

31. Conventions Connection

Revision comes before editing. First improve sentence structure so the reader can see the relationship among actions and ideas. Then check complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling. Keep the writer's intended meaning intact.

32. Writing Connection

Purpose and audience shape the draft from the beginning. The same cookie detail can become dialogue in a narrative, a source example in an informative explanation, a reason in an argument, or a direct request in correspondence. The route determines which details and craft moves help the reader.

33. Watch Out!

Common misconception: a student may choose a genre because the source is fiction. **Teacher move:** reread the complete writing situation, underline the purpose verb, box the audience, and ask what the reader needs.

34. Ready Check

Read: "Explain to younger students why checking a source matters before repeating a claim." Students identify topic, purpose, audience, genre, and strategy. **Answer key:** topic, checking a claim; purpose, explain; audience, younger students; genre, informative; strategy, map the main idea, source check, evidence, and conclusion.

35. Teacher Look-Fors

- Students name topic, purpose, and audience before choosing a route.
- Students use the Audience Lens, what the reader knows, needs, and expects.
- Students justify the route with a reason tied to the writing job.
- Students develop the Important Moment and Lesson or Lasting Effect in TRAILS.
- Students revise structure before checking conventions.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"We will use everyday words, academic writing words, and passage-specific words to explain how purpose and audience change the response."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"When you hear a word you know, connect it to today's writing decision. When you hear a new word, listen for the example, rehearse the word with me, and then use it in the frame."

Word	Student-Friendly Definition	Passage-Based Oral Frame
treat	a special food such as a cookie or cupcake	The Friday treat should ____.
vote	a choice counted to make a decision	Students vote for ____.
choice	one option a person picks	The best choice is ____.
cost	the amount required to obtain something	Cupcakes cost ____.
recipe	directions for making food	Ruth Wakefield's recipe ____.
story	an account of events, real or made up	The cookie story ____.
class	a group of students learning together	The class decided ____.
question	a sentence that asks for information	The second survey added a ____.
meeting	a gathering to discuss and decide	At the commission meeting, ____.
reader	the person who will read the writing	My reader needs ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Turn to a partner and complete this thought: The purpose is what the writer must accomplish, while the audience is the reader who needs the response."

Word	Student-Friendly Definition	Module Oral Frame
perspective	the way a particular person sees a situation	From Sofia's perspective, ____.
register	the level of formality in speaking or writing	For a principal, the register is ____.
craft	deliberate techniques a writer uses	The narrative craft I chose is ____.
dialogue	the exact words people say	This dialogue shows ____.
reflection	a writer's thinking about what an experience means	My reflection is that ____.
accuracy	how correct and true information is	The accuracy of the story matters because ____.
viewpoint	a person's position or opinion on an issue	Maya's viewpoint is ____.
responsibility	a duty a person or group is given	The commission's responsibility is ____.
compromise	a solution where each side gives up something	The class reached a compromise by ____.
freewriting	writing quickly to discover ideas before drafting	I used freewriting to ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
Ruth Wakefield	rooth WAYK-feeld	the experienced baker connected to the chocolate chip cookie	Ruth Wakefield's recipe ____.
Nestlé	NESS-lay	the chocolate company connected with the cookie recipe	The cookie became connected with Nestlé because ____.
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission must ____.
recommendation	rek-uh-men-DAY-shun	a supported suggestion about what should be done	The recommendation needs ____.
coalition	koh-uh-LISH-un	a group joined together for a shared goal	The Cupcake Coalition argued that ____.
dietary	DY-uh-tair-ee	relating to food a person can or cannot eat	A dietary need is ____.
deliberate	dih-LIB-er-it	done on purpose and carefully, not by accident	The creation was deliberate because ____.
Audience Lens	AW-dee-uns lenz	a tool for deciding what a reader knows, needs, and expects	Through the Audience Lens, my reader ____.
Genre Compass	ZHAHN-ruh KUM-pus	a decision chain from topic to planning strategy	The Genre Compass begins with ____.
TRAILS	traylz	a narrative-planning framework for developing an experience	TRAILS helps a writer develop ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. Both source passages are fiction. "The Great Chocolate Chip Cookie Mystery" follows Maya, Jordan, and Eli as they investigate the cookie's history, meet the evidence about Ruth Wakefield, and compare several sources. "The Fifth-Grade Cookie Commission" follows students as they weigh survey percentages, cost, dietary needs, and competing viewpoints.

Important conceptual background. The source genre supplies content and craft to notice, but it does not determine the response genre. Topic to Purpose to Audience to Response Genre to Planning Strategy is the Genre Compass. The Audience Lens asks what the reader knows, needs, and expects.

Personal narrative context. TRAILS means Topic or Experience, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, and Setting. The important moment shows what changed. Reflection tells classmates why that change matters.

40. Materials Needed

Category	Items
Core print materials	Medium-stamina excerpts from both cookie passages and TRACKS copies.
Activity cards	Purpose cards, Audience cards, Genre cards, and six Same Topic, Different Job cards.
Planning materials	Audience Lens chart, TRAILS planning sheets, interactive notebooks, highlighters, Narrative Craft Lab recording sheet.
Writing materials	Pencils and paper for the PREPARE header, draft, revision, and edit.
Remote materials	Shared route zones, digital passages, and a digital PREPARE header.

41. Preparation Before Day 1

- ☐ Print and separate the six game cards and route labels.
- ☐ Prepare unmarked copies of both Medium-stamina passages and TRACKS copies.
- ☐ Post the independent prompt as a sentence command.
- ☐ Prepare the Genre Compass, Audience Lens, Narrative Craft, TRAILS, and Formal or Informal Register Continuum charts.
- ☐ Prepare five-level language supports without changing the cognitive target.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	Main Work and Evidence
Day 1	15	Gather + Reveal	Reveal how purpose and audience change the response; oral route reasons.
Day 2	15	Attempt	Play Same Topic, Different Job; defend task-card decisions.
Day 3	15	Discuss + Use	Complete the PREPARE header, TRAILS plan, draft, revision, and edit.
Day 4	15	Award + Target	Locate growth evidence and name a precise next action.
Day 5	15	Explain + Educate	Teach the complete decision chain and craft.

43. Tiny Times Transition

This Module's Tiny Time is Reader Switch, under one minute. It rehearses the Audience Lens.

TEACHER SCRIPT

"Tiny Time! Point to your head for what the reader KNOWS, to your ear for what the reader NEEDS, and open both hands for what the reader EXPECTS."

- Name one reader, a best friend, then a principal.
- Students perform the three motions as the class names one thing that changes for that reader.
- Students whisper "casual" for the friend and "formal" for the principal.

Citizenship & Content Connection

44. The Citizenship Connection

The cookie passages connect responsible decision making with shared evidence, different viewpoints, and community needs.

Element	This Module
Suitability	A natural fit. The Cookie Mystery shows a team correcting an exciting but oversimplified story. The Cookie Commission shows students gathering evidence before recommending a plan.
Focus	Listening to viewpoints, checking accuracy, considering needs, and making a supported recommendation.
Content Connection	Students notice that Maya's team compares sources and that the commission considers cost, dietary needs, survey data, and different viewpoints.
Perspective Connection	A writer changes details and register when the reader's knowledge, needs, and expectations change.
Literacy-to-Citizenship Connection	Reading a public recommendation carefully and explaining its evidence supports responsible participation in a community.
Citizenship Question	"How can listening to different viewpoints and checking evidence help a group make a fair decision?"
Teacher Script	<i>"When you listen to another viewpoint and check the evidence, you can make a decision that serves more people. Your writing can show that care to its reader."</i>
Accuracy Note	Use only the supplied cookie passages for examples, including the 44 percent survey result, cost, dietary needs, and the second survey.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

The Genre Compass

Step	Question	Student Record
Topic	What is the writing about?	Cookie history, a changed decision, or a Friday treat plan.
Purpose	What must the writing accomplish?	Narrate, explain, justify, request, reflect, or investigate.
Audience	Who needs the response?	Classmates, younger students, a school visitor, a principal, or a decision maker.
Response Genre	Which kind of writing can do the job?	Narrative, informative, opinion, argumentative, poetry, correspondence, or research and inquiry.
Planning Strategy	Which tool organizes the thinking?	Brainstorming, freewriting, mapping, or TRAILS for a personal narrative.

The Response Ecosystem, Seven Routes

Route	Choose It When the Purpose Is To...	Cookie-Passage Application
Narrative	Let an audience experience a change or discovery.	Show Maya's team learning that the most exciting story is not always the most accurate.
Informative	Explain or teach information.	Explain how comparing sources makes a claim more reliable.
Opinion	State and support a judgment.	Judge which lesson is most useful for fifth graders.
Argumentative	Defend a claim with reasons and evidence.	Defend the fairest way a school should choose Friday treats.
Poetry	Express an idea through poetic craft.	Express how one rumor or one piece of evidence spreads outward.
Correspondence	Communicate directly with one reader.	Write to a principal requesting permission to survey students.
Research / Inquiry	Investigate a question using sources.	Investigate cookie history using more than one source.

The Audience Lens

Reader Question	What It Decides
What does the reader KNOW?	Which background can be left out and which must be added.
What does the reader NEED?	Which details, examples, and evidence to include.
What does the reader EXPECT?	How formal the register and conventions should be.

Narrative Craft for a Real Audience

Scene places the reader in time and setting. Actions show what happened instead of only summarizing. Thoughts reveal the turning point. Dialogue lets the reader hear the exact words that mattered. Reflection explains why the important moment still matters.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"Established readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above an unfamiliar word.
- **O: Discover.** Determine the meaning during reading and discussion.
- **T: Drop.** Erase the dot after the meaning is understood.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"A source passage does not choose your response genre, and it does not choose your details either. Your purpose and your audience do. First make the genre decision; then choose the details, craft, and register that fit your reader."

CREATE THE ANCHOR CHART

Write TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. Add the Audience Lens, the Narrative Craft chart, the Formal or Informal Register Continuum, and the TRAILS review.

47. Student Source Passage(s)

Passage use: use the two source texts below at medium stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Great Chocolate Chip Cookie Mystery" (Stamina: Medium)

- [1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- [2] "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.
- [3] "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.
- [4] "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.
- [5] "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.
- [6] "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.
- [7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.
- [8] "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.
- [9] "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't.
- [10] Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs.
- [11] Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs.
- [12] Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies? 2.
- [13] How was the chocolate chip cookie actually invented? "We are going to investigate both," she announced. Jordan raised his hand. "Can we investigate while eating replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams.
- [14] Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.
- [15] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.
- [16] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked

disappointed.

[17] “I liked the part where she just threw chocolate into the bowl.” “Of course you did,” Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[18] Mrs. Delgado walked over. “What have you discovered?” “That the most exciting version of a story isn't always the most accurate one,” Maya said. Mrs.

[19] Delgado smiled.

Passage 2: "The Fifth-Grade Cookie Commission" (Stamina: Medium)

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado's classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] “I heard fifth grade helped solve Friday's dessert problem,” she said. Jordan sat taller. “We saved the cookies.” “You surveyed students,” Principal Bennett corrected. “And then we saved the cookies.” Principal Bennett smiled.

[3] “Well, Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge.” She wrote three words on the board: COOKIE COMMISSION The room exploded. “We're in charge of dessert?” “Can we choose doughnuts?” “Can Friday have two Fridays?” “Can we abolish raisins?” Principal Bennett held up one hand.

[4] “You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation.” Jordan whispered to Maya, “This is the greatest moment in American democracy.” “I don't think that's what democracy means.” “It does today.” By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] “Who?” Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. “Cupcakes are clearly more festive,” Sofia argued. “They also cost more,” Maya said.

[7] “You can't put a price on happiness.” “The cafeteria literally can.” Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, “Vote Banana.” By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, “Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.” The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] “Cookies win!” “Sit down, Congressman Cookie,” Mrs. Delgado said. “But they got the most votes.” Maya examined the numbers. “They got the most votes, but more than half the students voted for something else.” Jordan slowly sat down.

[11] “That feels like unnecessary math.” The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[13] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[14] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[15] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[16] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[17] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question, What dessert should we serve?, had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[18] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[19] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[20] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed.

48. Student Annotation Guide

Students mark exact passage details with TRACKS after the first read. The guide supports later genre decisions without copying every sentence.

Passage	Annotation Focus
The Great Chocolate Chip Cookie Mystery	Mark the time, reactions, actions, people, key knowledge, and setting that support a narrative about a change in belief or an informative explanation about checking a claim.
The Fifth-Grade Cookie Commission	Mark the time, reactions, actions, people, key knowledge, and setting that support an argument or correspondence about a fair treat plan.

Exact Passage Detail	Possible Later Writing Job	Audience Need
They compared several sources instead of stopping after the first one.	Narrative reflection or informative explanation.	Classmates need to understand why checking accuracy matters.
More than half the students voted for something else.	Argument about a fair Friday treat plan.	A decision maker needs evidence beyond the most popular option.
Students with food allergies and dietary restrictions needed a safe choice.	Correspondence or recommendation.	A principal needs a respectful, inclusive reason.

The Great Chocolate Chip Cookie Mystery

T: Time: 11:42 on Friday morning; the 1930s.

R: Reactions: Jordan stared; Maya sighed; Jordan frowned; Eli looked disappointed.

A: Actions: pointed at an empty tray; theories multiplied; compared several sources.

C: Character, Concept, Creature: Jordan, Maya, Eli, Mrs. Delgado, Ruth Wakefield.

K: Key Knowledge: a source cites itself; the accident story may be oversimplified; the creation was more deliberate.

S: Scenery / Setting: cafeteria serving window; Toll House Inn in Massachusetts.

The Fifth-Grade Cookie Commission

T: Time: Monday morning; by Tuesday; by Wednesday.

R: Reactions: results surprised everyone; Eli crossed out ALL; Jordan stared.

A: Actions: surveyed students; examined numbers; conducted a second survey.

C: Character, Concept, Creature: Principal Bennett, Cookie Commission, school nurse.

K: Key Knowledge: cost and student needs; 44 percent; more than half chose something else; dietary restrictions.

S: Scenery / Setting: Mrs. Delgado's classroom.

49. TRACKS Evidence Highlighting

Students first read normally, then mark exact words. Use the same six categories, wording, and colors each time. Shapes are reserved for analyzing the writing direction.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

TEACHER SCRIPT

"As you TAP the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose and more than one reader."

50. Five-Day GRADUATE Lesson

Every day uses the same anatomy: purpose, standards, teacher script, student task, evidence, misconception correction, access without lowering rigor, and a student product. Each day is 15 minutes.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: Students reveal how purpose and audience change genre, detail, style, register, and narrative craft.

Standard	Student Expectation
TEKS	5.11(A)(i) plan a first draft by selecting a genre for a topic, purpose, and audience; 5.12(A)(i) compose literary texts using genre characteristics.
ELPS	4(F)(i) to (iii), write to narrate, describe, explain, respond, or justify with appropriate content, style, and register for a purpose.

GATHER ■ TEACH

CLASS SLIDE

TOPIC to PURPOSE to AUDIENCE to GENRE to PLANNING STRATEGY. The passage gives content. The writing direction gives the job.

TEACHER SCRIPT

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

TEACHER SCRIPT

"We will use the same two passage families to practice more than one response route. Every time you choose a route, you will prove the choice with the topic, purpose, and audience."

Read each source-based direction. Students show a route card, then justify orally. Use these three directions: tell a younger student a story about a time new evidence changed your mind, expected route Narrative; explain the Cookie Commission process to a school visitor who needs clear information, expected route Informative; write a respectful message to a principal recommending a fair way to gather student preferences, expected route Correspondence.

Informal assessment: listen for route reasoning, look at response cards, and collect one spoken reason on a class checklist.

TEACHER SCRIPT

"I am listening for reasoning, not just the correct card. Begin with the purpose, name the audience, and then explain why your route can do that job for that reader."

REVEAL ■ TEACH

Reveal the six steps one at a time. Students echo the decision words, then reconstruct the chain without notes.

TEACHER SCRIPT

"Now we Reveal the process hidden inside a strong start. Echo each decision word as I uncover it, then connect the words in order so the Genre Compass becomes a routine you can use independently."

1. Name the topic in a short phrase.
2. Name the purpose with a writing verb such as narrate, explain, justify, request, reflect, or investigate.
3. Name the audience and what that audience needs.
4. Select the response genre that best accomplishes the job.
5. Select a planning strategy that helps organize the needed thinking.
6. For formal narrative work, use TRAILS to develop the experience.

Teacher Model Using Cookie Mystery: Writing direction, write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.

TEACHER SCRIPT

"Topic is a true experience. Purpose is narrate and reflect. Audience is classmates. Genre is personal narrative. I will freewrite to uncover the change in thinking, then use TRAILS to shape the experience."

Teacher Model Using Cookie Commission: Writing direction, explain how people can check a claim before accepting it, using clear examples from the cookie passages.

TEACHER SCRIPT

"Topic is checking a claim. Purpose is explain. Audience is a younger student. Genre is informative. I will map the main idea, the source check, the evidence, and the conclusion."

Closing: Partners complete, "The response genre comes from the writing job because ____." **5.11(A)(i)**

TEACHER SCRIPT

"Complete the sentence with a reason, not a genre label. If your answer only says the passage is fiction, return to the purpose and audience and try again."

Misconception: the source's fiction genre determines the response. **Correction:** return to purpose and audience. **Student product:** oral route reasoning and a reconstructed Genre Compass.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: Students attempt the module decision through the collaborative game Same Topic, Different Job. Every placement must be defended with a writing-job reason.

Standard	Student Expectation
TEKS	5.11(A)(i) select a genre and planning strategy for a topic, purpose, and audience.
ELPS	4(C)(i) write with high-frequency and content-area vocabulary; 4(F)(v) to (viii) use appropriate content, style, register, and conventions for an audience.

ATTEMPT ○ LEARN

CLASS SLIDE

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

TEACHER SCRIPT

"Keep the source passage available. You may refer to details, but the winning reason must address the writing job: the topic, the purpose, and the audience."

Same Topic, Different Job, Cards and Answer Key

Card	Writing Job	Best Route and Answer Key
1	Write Maya's evidence-discovery experience for classmates who need to feel the turning point.	Narrative, because scene, dialogue, actions, thoughts, and reflection fit the audience and purpose.
2	Explain to younger students why checking a source matters before repeating a claim.	Informative, because clear examples and accessible explanation fit a teaching purpose.
3	Write to a principal requesting permission to survey students about a school choice.	Correspondence, because a direct audience and request call for respectful correspondence.
4	Defend a claim about the fairest way a school should choose Friday treats.	Argumentative, because the task requires a claim, reasons, evidence, and other views.
5	State which lesson from either cookie passage is most useful for fifth graders and support the judgment.	Opinion, because the task asks for a judgment supported by reasons and examples.
6	Express the idea that one rumor or one piece of evidence can spread outward.	Poetry, because the purpose is expressive and imagery, voice, and sound can carry the idea.

TEACHER SCRIPT

"Begin each card by naming the job: what is the topic, what must the writer accomplish, and who needs the response? Place the card only after the group can finish the sentence: This route is strongest because."

TEACHER SCRIPT

"An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears. A genre name without a topic-purpose-audience reason does not earn the point."

Informal assessment: students record, "I changed my route from ____ to ____ because ____." **[5.11(A)(i)]**

TEACHER SCRIPT

"Teach us the disagreement, not just the answer. Name both possible routes, identify the clue that carried the most weight, and explain why the final route fits the job better."

Misconception: change the route without changing the job. **Correction:** name how purpose or audience changes. **Student product:** defended cards and a changed-route reason.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: Students make the reasoning visible, resolve misconceptions, and use the preparation process independently in a formal personal narrative task.

Standard	Student Expectation
TEKS	[5.12(A)(i)] to [5.12(A)(ii)] compose literary texts using genre characteristics and craft; [5.11(C)(i)] revise sentence structure; [5.11(D)(i)] , [5.11(D)(vii)] , [5.11(D)(xxix)] edit required conventions.
ELPS	4(D)(i) to (iii) write with varied sentence lengths, types, and transitions.

DISCUSS ○ LEARN

TEACHER SCRIPT

"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."

TEACHER SCRIPT

"Use this sentence to make your reasoning visible: The passage is ____, but the response should be ____ because the writing purpose is ____ for ____."

Students select one game card, underline the purpose verb, box the audience, and write one sentence explaining how those clues support the genre decision. They compare brainstorming, freewriting, and mapping and accept more than one strategy when the tool fits the thinking.

Assessment option: listen for the complete frame, look for correctly marked clues, and collect one justification. **[5.11(A)(i)]**

TEACHER SCRIPT

"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."

USE ✓ ASSESS

CLASS SLIDE

Write a personal narrative for classmates about a time new information, another person's viewpoint, or stronger evidence caused you to change a decision. Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification.

TEACHER SCRIPT

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

TEACHER SCRIPT

"Your experience belongs to you. I may reread the prompt or ask you to point to a decision, but I will not choose the experience, genre reason, planning route, or details for you."

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

Required PREPARE Header: Topic: ____; Purpose: ____; Audience: ____; Genre: Personal Narrative; Planning Strategy: Brainstorm, Freewrite, or Map; Justification: This route fits because ____.

TRAILS Personal Narrative Planner: T, Topic or Experience; R, Relationships; A, Actions, Thoughts, and Dialogue; I, Important Moment; L, Lesson or Lasting Effect; S, Setting.

TEACHER SCRIPT

"Watch how I plan without writing your response for you. I will name a true experience, choose dialogue and reflection because my classmates need to experience the important moment, and connect that moment to a lasting effect before adding setting details."

Conferring cues: State the writing job in one sentence. Point to the important moment. Explain why the strategy fits. Name one detail the audience needs and one detail it does not need. Show where the ending reveals the lasting effect.

CLASS SLIDE

Revise two sentences to improve sentence structure. Check one complete simple sentence for subject-verb agreement. Check collective nouns. Correct high-frequency spelling.

Standards Application Check: 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."

TEACHER SCRIPT

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

TEACHER SCRIPT

"First combine or reshape two sentences so the reader can see how the ideas connect. After the meaning is clearer, check one convention at a time and keep the writer's intended meaning intact."

TEACHER SCRIPT

"Underline the sentence where your thinking changes and star the sentence whose structure you improved. Be ready to explain what each mark helps your classmates understand."

Misconception: a personal narrative is only a list. **Correction:** return to Important Moment and Lesson or Lasting Effect. **Student product:** PREPARE header, TRAILS plan, draft, structural revision, and edit.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: Students identify evidence that preparation improved the writing and select a specific target for the next decision.

Standard	Student Expectation
TEKS	5.11(C)(i) revise drafts to improve sentence structure; 5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix) edit required conventions.
ELPS	4(E)(ii) write content-area-specific text using grammatical structures.

AWARD ✓ ASSESS

CLASS SLIDE

Choose an award only when you can point to evidence in your plan or draft. Complete: I award myself for ____ because my work shows _____. Name the reader benefit.

TEACHER SCRIPT

"Award is not a compliment you give yourself; it is a claim you prove. Choose one category, place your finger on the evidence in your plan or draft, and explain how that choice helped your reader."

TEACHER SCRIPT

"Use this frame: I award myself the ____ Award because I _____. This helped my reader _____."

TARGET ✓ ASSESS

CLASS SLIDE

Choose one target, genre selection, audience awareness, planning strategy, TRAILS development, sentence structure, or editing. Write one specific next action.

TEACHER SCRIPT

"Target one decision you can practice the next time you write. A useful target tells what you will do differently next time, precisely enough to guide the next writing attempt."

- My next writing goal is to ____ because ____.
- A decision I still need to practice is ____.
- A curiosity I want to explore is ____.
- A stress point in my preparation was ____, so next time I will ____.
- I will know I improved when ____.

Helpful target examples: "I will choose dialogue only when it helps my audience understand the important moment." "I will adjust my register when I write to a formal audience."

TEACHER SCRIPT

"Test your target by asking: Could someone see me do this? If not, revise it until the next action names exactly what you will say, mark, choose, or change."

Informal assessment: partners point to one decision that fits the writing job and one next step. The author revises the target if it is not observable.

TEACHER SCRIPT

"End by speaking evidence to your partner. Name what grew, name the exact next action, and listen for whether your partner can repeat your target accurately."

Misconception: an award is a general compliment. **Correction:** point to evidence and name the reader benefit. **Student product:** evidence-based award and specific target.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: Students teach how a writer moves from a writing situation to a justified genre and effective draft.

Standard	Student Expectation
TEKS	5.12(A)(i) to 5.12(A)(ii) compose literary texts using genre characteristics and craft.
ELPS	4(F)(i) to (viii) communicate with content, style, register, and conventions appropriate to purpose and audience.

EXPLAIN ✓ ASSESS

CLASS SLIDE

Teach the chain, Topic to Purpose to Audience to Genre to Strategy. Show one piece of evidence from your plan or draft. Explain one revision or editing decision.

TEACHER SCRIPT

"Teaching another person is the final retrieval test. Use your work as evidence, but do not simply read the page. Make eye contact with the listener and explain your choices."

EDUCATE

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.

TEACHER SCRIPT

"Your listener should be able to explain your decision chain after you finish. If the listener cannot explain your route, return to the point where the decision became unclear and teach it again."

TEACHER SCRIPT

"Listeners, restate the writer's purpose and audience before giving feedback. Then point to one genre, TRAILS, revision, or editing choice that fits and ask for the reason behind any choice you cannot yet explain."

Fresh Recall: students close notebooks and reconstruct the complete preparation chain from memory. Partners check the sequence against the anchor chart.

TEACHER SCRIPT

"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."

At-Home Connection: teach a family member how the same true story would change for a friend and for a principal.

TEACHER SCRIPT

"At home, show how one experience can be told two ways. Ask your listener to change the audience and predict which details and how much formality should change."

Closing: complete aloud, "Preparation makes my writing stronger because _____."

TEACHER SCRIPT

"Finish with a specific decision you can now make before drafting. Connect that decision to a stronger experience for your reader."

Student product: author-educator explanation, listener restatement, fresh recall, and transfer statement.

Student Exemplars

These models use only supported details from "The Great Chocolate Chip Cookie Mystery" and the Module 2 writing direction.

51. Low / Developing Exemplar

Field	Detail
Student Response	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.

52. Medium / Approaching Exemplar

Field	Detail
Student Response	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.

53. High / Secure Exemplar

Part	Example
Genre and Audience	Personal narrative for classmates about a changed belief.
Scene and Actions	Our team was handed the history mystery, and the first website repeated Eli's story.
Thoughts and Dialogue	"So the accident story might not be completely true?" Jordan asked.
Important Moment	Other accounts described Ruth Wakefield as an experienced baker, and the evidence suggested the creation was more deliberate.
Reflection	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.

Student Response: 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.

Additional Secure Exemplars

Audience	Choice	Reader Benefit
Younger student	Informative explanation of checking a claim.	Clear examples make the source check understandable.
Principal	Correspondence requesting permission to survey.	Formal register and direct request fit the reader.

Secure Response: Evidence and Explanation

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

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept more than one response route when the student changes the writing purpose and explains the audience fit. Do not accept a route label alone. A secure response names the topic, purpose, audience, route, strategy, and reader benefit.

Cookie Mystery evidence: Maya's team compares several sources, learns that the exciting accident story may be oversimplified, and recognizes that the most exciting version is not always the most accurate.

Cookie Commission evidence: the class considers 44 percent for cookies, cost, freezer space, dietary restrictions, and reasons from the second survey. A recommendation must consider more than the most popular choice.

55. Standards Evidence Trail

Evidence Artifact	What to Check	TEKS
PREPARE header	Topic, purpose, audience, personal narrative, strategy, and justification are complete.	5.11(A)(i)
TRAILS plan	Experience, relationships, actions, thoughts, dialogue, important moment, lasting effect, and setting are developed.	5.12(A)(i) , 5.12(A)(ii)
Structural revision	One sentence is reshaped to clarify the relationship among actions or ideas.	5.11(C)(i)
Editing check	Complete simple sentences, agreement, collective nouns, and spelling are checked in context.	5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)
Teach-back	Student explains purpose, audience, route, strategy, craft, revision, and editing.	5.12(A)(i) , 5.12(A)(ii)

56. Assessment Opportunities

Assessment	Moment	Evidence
Informal	Day 1 response cards	Student gives a topic-purpose-audience reason.
Informal	Day 2 What Changed?	Student records a route kept or revised and the clue that mattered.
Formative	Day 3 Show Me Where	Student points to purpose, audience, important moment, and structural revision.
Formative	Day 4 Glow and Grow	Student ties an award and target to draft evidence.
Formative	Day 5 Teach the Teacher	Student retrieves and transfers the decision chain.

Assessment Prompt Bank

Prompt	Answer Key
Write Maya's evidence-discovery experience for classmates.	Personal narrative, because classmates need the turning point with scene, actions, thoughts, dialogue, and reflection.

Explain how people can check a claim.	Informative, because the purpose is to teach with clear source examples.
Request permission from a principal to survey students.	Correspondence, because the response is direct and formal for one reader.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

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 _____.

58. Exit Ticket Answer Key

Field	Secure Evidence
PREPARE	Topic, purpose, audience, genre, strategy, and justification are all named. The personal narrative is for classmates.
TRAILS	The plan includes a changed decision, people or ideas that mattered, precise actions, thoughts or dialogue, an important moment, a lasting effect, and setting.
Revision	The new structure clarifies a relationship among actions or ideas rather than changing only spelling.
Editing	The student checks agreement, collective nouns, and high-frequency spelling in the draft.
Explanation	The student names how a detail, craft move, or register choice helps classmates understand the experience.

59. Scoring Principle

Score the decision before polishing the sentence. A secure response selects a justified genre, uses a fitting strategy, develops the personal narrative with TRAILS, adjusts details and register for classmates, revises structure, edits the required conventions, and explains the reader benefit.

60. Gradebook Conversion

Performance	Description	Suggested Record
Secure	Complete decision chain, developed narrative, structural revision, accurate edit, and evidence-based teach-back.	4
Approaching	Route is mostly justified and narrative has several TRAILS parts, but reader fit or revision is incomplete.	3
Developing	Some job elements appear; narrative lists events or editing replaces revision.	2

Beginning	Route is named without a reason and writing does not yet show an important moment for the reader.	1
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61. Recommended Gradebook Label

G5 PREP M2 , Purpose and Audience Change the Response
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Record the student's strongest evidence and next action with the label above.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Assignment
Topic	A time new information, another person's viewpoint, or stronger evidence caused a changed decision.
Purpose	Narrate and reflect so classmates understand why the experience mattered.
Audience	Classmates.
Genre	Personal narrative.
Planning Strategy	Brainstorming, freewriting, or mapping, followed by TRAILS.
Required Craft	Scene, actions, thoughts, dialogue, reflection, and setting.
Required Process	Plan, draft, revise sentence structure, then edit agreement, collective nouns, and high-frequency spelling.

63. Student Planning Frame

Topic or Experience: _____

Relationships: _____

Actions, Thoughts, and Dialogue: _____

Important Moment: _____

Lesson or Lasting Effect: _____

Setting: _____

Audience Lens: My classmates already know _____. They need _____. They expect _____.

64. Writing Assignment Rubric

Criterion	Beginning	Developing	Secure
Genre Decision	Names a route without the job.	Names some job elements.	Names topic, purpose, audience, route, strategy, and a defensible justification.
Narrative Development	Lists events.	Develops some TRAILS elements.	Develops relationships, actions, thoughts, dialogue, important moment, reflection, and setting.
Audience Awareness	Uses the same details for any reader.	Adjusts one detail or word.	Adjusts details, style, and register for classmates.
Revision and Editing	Makes only an editing change.	Revises structure or edits, not both.	Improves sentence structure for meaning, then edits agreement, collective nouns, and spelling.

65. Writing Gradebook Conversion

Score	Evidence
4	Independent, audience-aware narrative with a justified route, full TRAILS center, structural revision, accurate edit, and explanation.
3	Genre and audience are mostly clear; narrative and process evidence are developing.
2	Some planning or narrative evidence appears, but the route or reader fit is unclear.
1	Response is incomplete or lacks a supported writing-job decision.

66. Teacher Feedback Shortcuts

- **Route:** Name the purpose and audience before defending the genre.
- **Audience:** Add the detail this reader needs and adjust the register this reader expects.
- **TRAILS:** Develop the important moment and lasting effect instead of listing events.
- **Revision:** Reshape the sentence to show the relationship among ideas.
- **Editing:** Check one convention at a time after the structure is clear.

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Move	Expected Student Response
1	Read one audience card and two openings.	Student identifies the reader.
2	Ask what the reader knows, needs, and expects.	Student names one audience clue.
3	Ask for the stronger opening without naming it.	Student chooses details and register that fit.
4	Use the frame, "This opening fits ____ because the detail is ____ and the register is ____."	Student justifies the choice.
5	Return to T, I, and L in TRAILS.	Student names the experience, change, and lasting effect.

TEACHER SCRIPT

"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."

68. Embedded Checks & Student Support

Lesson Moment	Teacher Check	Expected Response	Misconception	Immediate Response
Before route	Name the topic, purpose, and audience.	All three job elements.	Student jumps to genre.	Point to the compass and restart at topic.
After route	Explain why it fits this reader.	Purpose-audience justification.	Because the passage is a story.	Present a second card with the same source and a new reader.
During planning	Why does this strategy fit?	Strategy-to-thinking relationship.	One tool is always best.	Compare brainstorming, freewriting, and mapping.
During drafting	Show the important moment and reflection.	Developed I and L.	Event list.	Rehearse the change and its meaning.
During revision	What relationship does the new structure show?	Reader benefit from structural change.	Spelling change labeled revision.	Use a class, group, or team example.
During editing	Which convention are you checking?	Agreement, collective nouns, or spelling.	Random proofreading.	Check one convention at a time in context.

69. Student Support Quick Reference

Need	Support	Rigor Kept
Preproduction or Beginning language	Point, match, use a bilingual glossary, and rehearse orally.	Student still chooses route and gives a reason.
Intermediate language	Use a complete justification frame.	Student still names purpose and audience.
High-Intermediate or Advanced language	Compare two readers and explain why details and register change.	Student controls the full decision chain.
Reading support	Reread the task and passage detail.	Cognitive demand remains route selection and justification.

70. Enrichment: Connect Across Texts

Task	Directions	Mastery Evidence
Same Content, Two Audiences	Keep one cookie detail fixed while writing an opening for a best friend and a principal.	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.	Student explains more than a changed greeting.
Purpose Shift	Change only the purpose, then reconsider the route and planning strategy.	Student defends the new decision.
Source and Response		Student separates reading genre from writing genre.

	Explain why both source passages are fiction while the requested response could be informative, argumentative, or correspondence.	
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TEACHER SCRIPT

"Your challenge is to 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."

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one detail from either cookie passage. Create a new writing job with a purpose and audience, then produce the response using only details supported by the excerpts.

TEACHER SCRIPT

"Choose one supported detail and design a clear writing job around it. Your direction must tell the writer what to accomplish and who will read it before you select the genre and planning strategy."

Planning Support

Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification. Use TRAILS if the selected route is narrative.

Success Criteria

- The PREPARE header and justification are complete.
- The response uses only supported passage details.
- The route, details, and register fit the purpose and audience.
- Revision precedes editing.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: read aloud and improve one sentence structure to clarify a relationship. **Edit:** check complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling. **Share:** the partner infers purpose and audience from the response.

TEACHER SCRIPT

"Partners, infer the purpose and audience from the response before looking at the PREPARE header. Authors, use any mismatch as evidence about where the response needs clearer content, style, or register."

Engagement & Home Connection

73. Auditory Engagement Moments

Listen for the relationship among purpose, audience, and craft instead of waiting for isolated vocabulary words.

TEACHER SCRIPT

"Your ears have a job. Listen to the whole writing situation before you decide."

- A personal narrative for classmates uses dialogue and reflection because the audience needs to enter the moment when thinking changes.
- A principal-facing recommendation uses a respectful register because the audience and purpose are formal.
- An informative explanation selects accurate source details because the purpose is to teach.
- A poem about rumor versus evidence may compress ideas into images and sound because the purpose is expressive.

HEAR retrieval: Hear the entire direction with pencils down; Extract purpose and audience clues orally; Act by holding up a route card; Retrieve the Genre Compass without looking.

74. Pause Points

- **Before choosing a genre:** Name topic, purpose, and audience.
- **Look through the Audience Lens:** What does the reader know, need, and expect?
- **Before planning:** Which strategy organizes the thinking?
- **Before drafting:** Which details and how much formality does this reader need?
- **Revise before editing:** Improve sentence structure first, then check conventions.
- **Before teaching:** Can the listener reconstruct Topic to Purpose to Audience to Genre to Strategy?

75. At-Home Connection

Take home the Author-Educator Card. Teach a family member how the same true story could change for a friend and a principal.

TEACHER SCRIPT

"At home, show how one experience can be told two ways. Ask your listener to change the audience and predict which details and how much formality should change."

Conversation starter: How would the reader's knowledge, needs, and expectations change the response?

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"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.			
Adjust details and register to fit my reader.			
Select and justify a response route.			
Choose brainstorming, freewriting, or mapping for a reason.			
Develop a personal narrative with TRAILS, dialogue, and reflection.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

77. 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.

78. Student Target

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER CLOSING SCRIPT

"This week you named topic, purpose, and audience; selected and justified a response genre; adjusted details and register for a reader; planned with a fitting strategy; and developed a personal narrative with TRAILS, dialogue, and reflection. Preparation makes the draft stronger."

TEACHER CLOSING SCRIPT

"Think back to Maya's team comparing sources about Ruth Wakefield and the Cookie Commission weighing cost, dietary needs, and different viewpoints. The same content produced different writing because the purpose and audience changed what the reader needed."

TEACHER CLOSING SCRIPT

"Turn to a partner and teach the chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name one way you would change your details or register for a different reader."

80. Essential / Overarching Question, Answered

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

Answer: A writer names the topic, purpose, and audience; chooses a response genre and planning strategy that fit; uses the Audience Lens to select details and register; develops the response with the route's tools; revises sentence structure; edits conventions; and explains each decision with evidence.

81. Teacher Reflection

Which students name topic, purpose, and audience before choosing a genre?

Which students adjust details and register for the reader instead of changing only a greeting?

Which students develop Important Moment and Lesson or Lasting Effect in TRAILS with reflection?

Which artifacts show that revision changed structure before editing?

What intervention or enrichment evidence will shape Module 3?

82. Teacher Artifacts of Effectiveness

- Day 1 source-versus-response explanation.
- Day 2 Same Topic, Different Job recording and changed-route reason.
- Day 3 PREPARE header, TRAILS plan, draft, structural revision, and edit.
- Day 4 evidence-based award and precise target.
- Day 5 Author-Educator Card, listener restatement, and fresh recall.
- Student progress tracker and intervention or enrichment rechecks.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Content	Evidence
M2-01	PREPARE Module 2, Medium stamina, and the overarching statement.	Students hear the module purpose.
M2-02	Read cookie excerpts for dialogue, humor, evidence, surveys, and viewpoints.	Students collect reusable details.
M2-03	Listen for why a detail, style, or register fits one audience.	Students prepare for auditory engagement.
M2-04	Genre Compass and Day 1 route contrast.	Oral topic-purpose-audience reasoning.
M2-05	Same Topic, Different Job directions.	Defended task-card placement.
M2-06	Separate source genre from response genre.	Marked purpose and audience clues.
M2-07	PREPARE header and personal narrative prompt.	Independent planning.
M2-08	Revise structure before editing conventions.	Standards application check.
M2-09	Award evidence and target action.	Metacognitive evidence.
M2-10	Author-educator card.	Teach-back.
M2-11	Fresh recall and transfer.	Decision chain retrieval.
M2-12	Purpose and audience synthesis.	Closing explanation.

84. Virtual / Online Adaptation

In-Person Routine	Remote Adjustment	Same Thinking Target
Route cards	Post six cards in shared route zones.	Topic, purpose, audience, and route reason.
Passage reading	Display view-only excerpts and provide separate digital copies.	TRACKS evidence collection.
PREPARE header	Use a five-field digital response.	Independent genre and strategy decision.
TRAILS plan	Use a digital table and audio rehearsal as needed.	Important moment and lasting effect.
Teach-back	Use breakout pairs or a short recording.	Author-educator explanation.

Teacher Reflection

85. Teacher Reflection (This Module)

Reflection Prompt	Open Notes
Which students name topic, purpose, and audience before choosing a genre?	
Which students adjust details, style, and register for the reader?	
Which students develop the important moment and lasting effect in TRAILS?	
Which students revise sentence structure before editing conventions?	
Which artifacts show a defensible route and reader benefit?	
What intervention or enrichment evidence will shape Module 3?	
Open notes	

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Teacher Lesson Plan Guide

Choose the Route and the Planning Strategy

Grade 5 | PREPARE Cluster | Module 3

Grade: 5

Cluster: PREPARE, writing readiness through purpose, audience, response genre, and planning strategy

Module: 3 of the cluster

Primary Instructional Category: response-genre selection and purposeful planning

Module Title: Choose the Route and the Planning Strategy

Content Connection / Passage Titles: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"

Primary TEKS: [5.11\(A\)\(i\)](#), [5.12\(A\)\(i\)](#), [5.12\(A\)\(ii\)](#)

Recursive TEKS: [5.11\(C\)\(i\)](#), [5.11\(D\)\(i\)](#), [5.11\(D\)\(vii\)](#), [5.11\(D\)\(xxix\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **[5.7(A)]** describe personal connections to a variety of sources, including self-selected texts.
- **[5.7(B)]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **[5.7(C)]** use text evidence to support an appropriate response.
- **[5.7(D)]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **[5.7(E)]** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **[5.7(F)]** respond using newly acquired vocabulary as appropriate.
- **[5.7(G)]** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

Prepared writers make decisions before drafting. They name the writing job, notice the topic, purpose, and audience, select a response genre, and choose a planning strategy that fits the thinking the genre requires.

TEACHER SCRIPT

"Planning becomes powerful when students understand that different writing jobs call for different ways of organizing evidence and thought."

TEACHER SCRIPT

"The Great Chocolate Chip Cookie Mystery"

TEACHER SCRIPT

"The Fifth-Grade Cookie Commission."

Across this module, the Genre Compass moves from topic to purpose to audience to response genre to planning strategy. The two cookie passages give concrete situations in which people gather information, compare viewpoints, check evidence, and make a choice.

2. Why This Module Matters

Students use the complete preparation sequence: name the writing job, choose the genre, choose a planning strategy, justify both decisions, and then draft. They compare brainstorming, freewriting, and mapping as purposeful tools rather than required worksheets.

The formal writing product is a personal narrative about a time the writer gathered information, listened to another viewpoint, or checked evidence before making a choice. Sentence-structure revision and Grade 5 editing foundations follow drafting.

The source texts show why this matters. In "The Great Chocolate Chip Cookie Mystery," students compare several accounts of Ruth Wakefield and check the cafeteria order sheet before accepting a claim.

In "The Fifth-Grade Cookie Commission," students consider a survey, cost, dietary needs, and different viewpoints before recommending a rotating plan.

3. Module Essential / Overarching Question

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

Module Overarching Statement: Writers choose both a response genre and a planning strategy that help the topic, purpose, and audience work together.

First thinking: A quick list, freewriting, and mapping can all be useful, but the writing job determines which one organizes the thinking best.

Final thinking: return to the question after Day 5 and answer it in a complete statement.

PART II

Family Communication**4. Parent Communication Purpose**

Families are partners in this work. This page explains the week's learning, offers one question, and gives one simple way to help. The family conversation is not a second assignment. It is an invitation for a student to explain why a planning tool fits a writing job.

Send the English or Spanish letter in the language each family prefers. Ask families to listen for the decision chain: topic, purpose, audience, response genre, and planning strategy.

5. Family Letter (English)

Dear Families,

This week your fifth-grade student continues our PREPARE unit. Writers first identify the writing job, including topic, purpose, and audience. Then they choose a response genre and a planning strategy that organizes the thinking the genre requires. Students compare brainstorming to generate options quickly, freewriting to discover thinking, and mapping to organize relationships.

We are reading High stamina excerpts from "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." In these passages, the class compares several sources about Ruth Wakefield, checks the cafeteria order sheet before blaming anyone, and gathers survey, cost, health, and viewpoint information before making a recommendation. The formal writing product is a personal narrative about a time gathering information, listening to another viewpoint, or checking evidence changed a choice.

At home, ask: "What is the writing job, and which planning tool would help organize it?" Then talk about how a quick brainstorm, a freewrite, or a map each helps a different kind of thinking.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado continúa nuestra unidad PREPARE. Los escritores primero identifican el trabajo de escritura, incluyendo el tema, el propósito y el público. Después eligen un género de respuesta y una estrategia de planificación que organiza el pensamiento que requiere el género. Los estudiantes comparan la lluvia de ideas para generar opciones rápidamente, la escritura libre para descubrir ideas y el mapeo para organizar relaciones.

Leemos fragmentos de resistencia alta de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." En estos pasajes, la clase compara varias fuentes sobre Ruth Wakefield, revisa la hoja de pedidos de la cafetería antes de culpar a alguien y reúne información de encuestas, costos, necesidades de salud y puntos de vista antes de recomendar un plan. El producto formal es una narración personal sobre una ocasión en que reunir información, escuchar otro punto de vista o comprobar la evidencia cambió una decisión.

En casa, pregunte: "¿Cuál es el trabajo de escritura y qué herramienta de planificación ayudaría a organizarlo?" Después conversen sobre cómo una lluvia de ideas, una escritura libre o un mapa ayudan a distintos tipos de pensamiento.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What is the writing job, and which planning tool fits it best?
- When does a quick brainstorm help more than a map?
- How did the class use evidence to solve the missing-cookies mystery?
- Why is there no single best planning strategy for every writing job?
- How can a reader's needs change the details or register in a response?

8. Simple Family Activities

Pick the Planning Tool: choose one small writing job, such as a thank-you note, a story, or directions. Decide whether a brainstorm, a freewrite, or a map would organize it best, and explain the reason.

Preparation Retrieval: without looking at notes, reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Explain why the strategy has to match the thinking the genre requires.

Cookie Commission Conversation: ask how the first survey, second survey, cost information, and health information changed the recommendation.

PART III

Teacher Road Map**9. Teacher Navigation Key**

Symbols replace colors throughout this guide.

- **TEACH:** teacher explicitly teaches or models.
 - **LEARN:** student practices or develops the target.
 - ✓ **ASSESS:** student independently demonstrates or transfers learning.
- Teacher Script:** exact recommended teacher language.
- Class Slide:** corresponding click-along slide.

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students notice the two source situations and the writing job.
Reveal	■ TEACH	The Genre Compass and the planning-strategy decision become visible.
Attempt	○ LEARN	Students sort writing jobs and defend a route.
Discuss	○ LEARN	Students compare plans and clarify why one fits the job.
Use	✓ ASSESS	Students complete an independent PREPARE header and draft.
Award	✓ ASSESS	Students name evidence of a successful decision.
Target	✓ ASSESS	Students identify a precise next step.
Explain / Educate	✓ ASSESS	Students teach the complete decision chain.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, PREPARE Cluster, Module 3
Module Category	Writing readiness through response genre and planning strategy
Primary TEKS	5.11(A)(i) , 5.12(A)(i) , 5.12(A)(ii)
Recursive TEKS	5.11(C)(i) , 5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)
Source Texts	"The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"
Daily Lesson Time	15 minutes per day, 5 days
Weekly Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate
Independent Product	Personal narrative with a justified genre and planning strategy

PART IV

Standards, Learning & Rigor**12. Learning Destination**

Module Learning Objective: Students will select and justify a response genre by using topic, purpose, and audience; choose brainstorming, freewriting, or mapping to organize the needed thinking; plan and draft a personal narrative; revise sentence structure; and edit Grade 5 conventions.

I Can Statements

- I can select and justify a response genre by using topic, purpose, and audience.
- I can choose a planning strategy that fits the thinking my genre requires.
- I can justify both my genre and my planning strategy with a clear reason.
- I can revise at least two sentences to improve sentence structure before editing.

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will match my planning tool to the writing job.
- I will prove my choices with topic, purpose, and audience.

13. Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- My one-sentence justification explains why the route and plan fit the job.
- My plan develops an important moment, dialogue, reflection, and a lasting effect.
- My revision improves sentence structure, and my editing checks complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.

14. Evidence That Will Demonstrate Mastery

- Genre Route Relay reasoning and recording sheet.
- Independent PREPARE header, personal narrative plan, and audience-aware draft.
- Standards application check and Day 5 author-educator explanation.
- One structural revision followed by an editing check.

15. TEKS Correlations

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
5.11(A)(i)	Writing Process	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1	Days 1-3	PREPARE header and writing task
5.12(A)(i)	Writing Genre	compose literary texts such as personal narratives and poetry using genre characteristics	Days 1-3	Days 2-5	Personal narrative
5.12(A)(ii)	Writing Genre	compose literary texts such as personal narratives and poetry using craft	Day 1	Days 3-5	Craft and audience review

5.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4	Days 4-5	Structural revision
5.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 4	Day 4	Editing check
5.11(D)(vii)	Editing	edit drafts using standard English conventions, including collective nouns	Day 4	Day 4	Editing check
5.11(D)(xxix)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 4	Day 4	Editing check

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	5.11(A)(i)	Select a genre for topic, purpose, and audience using a range of strategies.	Genre Compass and Days 1-3
PRIMARY	5.12(A)(i)	Compose a personal narrative using genre characteristics.	Independent product
PRIMARY	5.12(A)(ii)	Compose a personal narrative using craft.	Draft and share
RECURSIVE	5.11(C)(i)	Revise to improve sentence structure.	Day 4 and Section 72
RECURSIVE	5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)	Edit complete simple sentences, collective nouns, and high-frequency spelling.	Day 4 and Section 72

17. ELPS Correlations

ELPS	Domain	Complete Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Days 1-5
4(F)(i)-(iii), (v)-(vii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience	Days 2-5
4(D)(i)-(iii)	Writing	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-5
4(F)(i)-(viii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience	Days 3-5
4(D)(i)-(ii)	Writing	write content-area texts using a variety of sentence lengths and sentence types	Day 4
4(E)(ii)	Writing	write content-area-specific text using grammatical structures	Day 4
4(B)(ii)	Writing	write text following conventional spelling rules	Day 4
4(C)(i), 4(D)(ii), 4(E)(ii)	Writing	use high-frequency and content-area vocabulary, varied sentence types, and grammatical structures	Day 4

18. ELPS Linguistic Accommodations

Proficiency Level	Listening and Speaking Support	Reading and Writing Support	Matched Language Objective
Preproduction	Point to picture or word cards for purpose, audience, register, and craft.	Match a passage detail to a reader and copy the route word.	Identify one purpose or audience clue and select a route nonverbally.
Beginning	Use "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header with a word bank.	Name purpose and audience in short phrases.
Intermediate	Use "This detail fits _____ because _____."	Write one justification sentence and a planning note.	Explain a genre and detail choice with one purpose-audience reason.
High-Intermediate	Compare two readers before choosing details and register.	Draft varied sentence types and revise one for a clearer relationship.	Justify and revise using content-area vocabulary.
Advanced	Lead a respectful challenge and restate another writer's reasoning.	Independently plan, draft, revise, edit, and teach the decision chain.	Adapt content, style, register, and conventions for purpose and audience.

19. Language Domains

Domain	Language Objective	Evidence in This Module
Listening	Listen for the relationship among purpose, audience, and craft.	Students label why a detail, style, or register fits one audience better than another.
Speaking	Justify genre, detail, and register with topic, purpose, and audience.	Students defend Genre Route Relay choices and teach the decision chain.
Reading	Read fiction excerpts to collect reusable, audience-flexible details.	Students collect evidence from both cookie passages.
Writing	Record a PREPARE header, planning notes, audience-aware narrative, revision, and edit.	Students complete the independent product and standards check.

20. Rigor Safeguard

Teachers CAN provide	Teachers CANNOT do for students
Reread, provide anchor charts and sentence frames, and accept oral rehearsal.	Name the genre, purpose, audience, detail, register, or strategy choice for the student.

Students must make and justify the decision and draft independently.

21. Rigor & Cognitive Demand

Cognitive Demand	Student Work	Independence	Evidence
Recall	Name the topic and both sources as fiction.	Supported	Correct source genre and topic.
Skill and Concept	Match a writing job and reader to a response route.	Guided, then collaborative	Genre Route Relay placement.

Strategic Thinking	Justify genre, details, and register using purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach an audience-aware personal narrative.	Independent	Draft, standards check, and teach-back.

22. The Five Thinking Levels

Level	Color	Student Thinking	Module 3 Task
Level 1	Red	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Connect route and details to purpose and audience.	Defend a Genre Route Relay decision.
Level 4	Green	Apply the complete chain independently.	Complete the PREPARE header and plan.
Level 5	Blue	Reflect, transfer, and teach.	Explain how changing the audience changes details and register.

The Progression of Thinking

Thinking Stage	Student Action	Teacher Evidence
Recall	Identify topic and reading genre.	Accurate labels.
Skill	Categorize tasks by response route and reader.	Correct sort with a clue.
Strategic	Connect purpose, audience, genre, detail, and register.	Defensible justification.
Extended	Create, revise, edit, and teach.	Independent product and transfer explanation.

23. Possible Teacher Misconceptions

Teacher Misconception	What It Looks Like	Self-Correct Move
Audience means changing only a greeting or one word.	Details and register stay the same for every reader.	Model changing details, register, and craft for a new reader.
A correct genre label proves mastery.	The student cannot explain the purpose-audience reason.	Require the words purpose and audience in the reason.
The fiction passages make narrative the only valid route.	Students choose narrative for every job.	Present several writing jobs from the same cookie detail.
Editing can replace revision.	The student corrects spelling but does not change sentence structure.	Require a structural revision before the conventions check.

24. Possible Student Misconceptions

Student Misconception	Teacher Look-For	Reteach Move
One genre is always best.	The student chooses a route before naming the writing job.	Restart at Topic to Purpose to Audience.
A genre name is enough.	No topic-purpose-audience reason.	Use the justification frame before the point counts.
Brainstorm, freewrite, and map are worksheets.	The student uses the same tool for every task.	Compare what each tool organizes well.
A narrative is a list of events.	No important moment or reflection.	Return to the experience, thinking change, and lasting effect.

PART V

Module Foundations: Review, Refresh & Readiness**25. TEKS Target**

Exact standards and breakouts: **[5.11(A)(i)]** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; **[5.12(A)(i)]** compose literary texts such as personal narratives and poetry using genre characteristics; **[5.12(A)(ii)]** compose literary texts such as personal narratives and poetry using craft. Revision and editing use **[5.11(C)(i)]**, **[5.11(D)(i)]**, **[5.11(D)(vii)]**, and **[5.11(D)(xxix)]**.

26. How I Say the Standard!

TEKS says	How I say it
[5.11(A)] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I will name my topic, purpose, and audience, choose the response genre that fits, and choose a brainstorm, freewrite, or map that organizes the thinking I need.
[5.11(C)] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can change the structure of at least two sentences so the relationship among my ideas is clearer.
[5.11(D)] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check that my simple sentences are complete and that subjects and verbs agree.
[5.12(A)] compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	I can write a personal narrative with the parts and moves that help a reader experience my important moment.

27. This Week I Can...

I can select and justify a response genre by using topic, purpose, and audience, choose a planning strategy that fits the job, draft a personal narrative, revise sentence structure, and edit required conventions.

28. Before I Can... Prerequisites

- Recognize that a writing situation has a topic, a purpose, and an audience.
- Name the reading genre of each cookie passage as fiction.
- Retell the investigation and recommendation in logical order.
- Write complete sentences and identify a sentence that needs structural revision.
- Listen to another viewpoint and restate it accurately.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what the class learned before deciding what happened to the cookies. Name one source, one piece of evidence, and one decision that changed after checking information."

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
genre	a kind of writing with a purpose and expected features	I choose a genre for the writing job.
audience	the reader or readers who will receive the writing	I picture my audience before drafting.
strategy	a planning tool chosen on purpose	My strategy fits the thinking I need.
brainstorm	generate many options quickly	I brainstorm before I choose.
freewrite	write continuously to discover thinking	I freewrite when thinking grows as I write.
mapping	organize ideas and relationships visually	I map when connections need to be visible.
thesis (central idea)	a sentence that clearly states the main message of a response	My thesis (central idea) fits the job.

31. Conventions Connection

After drafting, revise sentence structure before editing. Check complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling. Use examples from the class, team, and commission sentences in the Cookie Commission passage. Mark two structural revisions, one agreement check, one collective noun check, and one high-frequency spelling check.

32. Writing Connection

The Genre Compass turns a broad writing situation into a defensible decision. The same cookie detail can support a narrative for a general reader, an informative response for a classmate, an opinion or recommendation for a principal, correspondence to a community group, or research and inquiry about how evidence changed the decision. Purpose and audience decide the route. The second survey can support an informative response, the order sheet can support an opinion or recommendation, and the changed class thinking can support a personal narrative.

33. Watch Out!

Common misconception: students choose the route because the source is fiction. **Teacher move:** separate the reading genre from the writing genre a student produces. Ask, "What is the job, who will read it, and what must the reader understand or feel?"

If the student says...	Ask next
"It is a story, so I will write a story."	What does the new writing job ask you to accomplish?
"I will use a map because maps are best."	What relationships or sequence will the map organize?
"My audience is everyone."	What will this reader know, need, and expect?

34. Ready Check

Say: "Use the cookie investigation to explain how checking evidence changed the class's understanding." Ask students to name a topic, purpose, audience, response genre, and planning strategy. Accept more than one route when the justification is sound.

Decision	Ready response
Topic	How checking evidence changed the cookie investigation.
Purpose	Explain.
Audience	A classmate.
Response genre	Informative response.
Planning strategy	Mapping because sequence and cause and effect need to be visible.

35. Teacher Look-Fors

- Students name topic, purpose, and audience before choosing a genre.
- Students explain why the response genre fits the job.
- Students explain why a brainstorm, freewrite, or map fits the thinking the genre requires.
- Students separate the passage's reading genre from their response genre.
- Students revise sentence structure before editing conventions.

Look-for	Listen-for	Record
Genre decision	"This genre fits because the purpose is..."	Route card and reason.
Strategy decision	"This plan fits because it organizes..."	Strategy card and reason.
Audience awareness	"My reader needs to know..."	PREPARE header.

PART VI

Vocabulary, Content & Preparation**TEACHER SCRIPT**

"We will use everyday words, academic writing words, and passage-specific words to explain how a writer chooses a genre and a planning strategy."

36. Complete Tier 1 Vocabulary**TEACHER SCRIPT**

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Passage-Based Oral Frame
cookie	a small baked treat	The missing cookies ____.
team	a group working together	The team ____.
search	to look carefully for information	The first search ____.
clue	information that helps solve a problem	The first clue was ____.
chart	a picture that organizes information	The chart showed ____.
order	a request for a set amount of something	The order sheet showed ____.
question	a sentence that asks for information	The question was ____.
plan	steps decided ahead of time	My plan is to ____.
choice	one option a person picks	The best choice is ____.
reason	why a person makes a decision	My reason is ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a writing job and explain your decision."

Word	Student-Friendly Definition	Module Oral Frame
strategy	a planning tool a writer chooses on purpose	The strategy that fits this job is ____.
mapping	organizing ideas and their relationships visually	Mapping helps me show ____.
sequence	the order in which events or ideas happen	The sequence was ____.
relevant	closely connected to the writing job	A relevant detail here is ____.
transition	a word or phrase that connects ideas	I used the transition ____.
credibility	how trustworthy a source or claim is	The claim gained credibility when ____.
survey	a set of questions used to gather opinions	The survey showed ____.
recommendation	a supported suggestion about what should be done	The recommendation was ____.
collective noun	a word naming a group, such as class or team	The collective noun is ____.
revise	change writing to make the meaning stronger	I revised my sentence to ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about the cookie passages like an expert."

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
Ruth Wakefield	rooth WAYK-feeld	the experienced baker connected to the chocolate chip cookie	Ruth Wakefield's recipe ____.
Toll House Inn	tohl hows in	the inn where the cookie recipe was developed	At the Toll House Inn, ____.
Nestlé	NESS-lay	the chocolate company connected with the cookie	The cookie became connected with Nestlé because ____.
deliberate	dih-LIB-er-it	done on purpose and carefully, not by accident	The creation was deliberate because ____.
evidence	EV-uh-dens	facts that support or test a claim	The evidence showed ____.
reliable	rih-LY-uh-bul	able to be trusted or depended on	A reliable source is one that ____.
Genre Compass	ZHAHN-ruh KUM-pus	a decision chain from topic to planning strategy	The Genre Compass begins with ____.
response genre	rih-SPONSS ZHAHN-ruh	the kind of writing that fits the job	The response genre fits because ____.
freewrite	FREE-write	write continuously to discover thinking	I freewrite when ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

The source genre supplies content and craft to notice; it does not determine the response genre. The writing job, purpose, and audience decide the route.

Both module sources are fiction and use High stamina excerpts. The reading genre is a feature of the passage. A student can read a fiction passage and then produce a personal narrative, informative response, opinion, argumentative response, poetry, correspondence, or research and inquiry response, depending on the new writing job.

The Genre Compass is Topic to Purpose to Audience to Response Genre to Planning Strategy.

Brainstorming generates options quickly. Freewriting lets thinking emerge through continuous writing. Mapping makes relationships, sequence, and connections visible.

The Cookie Mystery supports examples about checking credibility, comparing several sources, and comparing what people heard, thought, and what evidence showed. The Cookie Commission supports examples about survey data, cost, dietary needs, multiple viewpoints, disagreement, and compromise.

Concept	Teacher Context	Student Application
Reading genre	Both sources are fiction.	Name fiction as the source form.
Response genre	The new writing job controls the route.	Select a genre for purpose and audience.
Planning strategy	The tool must fit the genre's thinking.	Choose brainstorm, freewrite, or map and justify it.

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages and student notebooks.
Activity materials	Six Genre Route Relay task cards, route cards, strategy cards, and a decision-chain mat.
Writing materials	Pencils, dry erase boards, markers, and sticky notes.
Assessment materials	PREPARE header, planning frame, standards check, and My Progress Tracker.
Technology	Projector or board for Daily Deck slides.
Accessibility supports	Picture-supported route cards, bilingual glossary, sentence frames, and oral rehearsal.

41. Preparation Before Day 1

- ☐ Prepare a Genre Compass chart: Topic to Purpose to Audience to Response Genre to Planning Strategy.
- ☐ Prepare cards for brainstorming, freewriting, and mapping.
- ☐ Prepare six Genre Route Relay writing job cards based on the two cookie passages.
- ☐ Prepare a five-field PREPARE header and a one-sentence justification frame.
- ☐ Prepare a planning frame for the personal narrative writing product.
- ☐ Prepare a revision checklist for sentence structure and an editing checklist for complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.
- ☐ Print both High stamina passages and mark only details supported by the texts.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather and Reveal	Name the writing job and reveal the Genre Compass.
Day 2	15	Attempt	Play Genre Route Relay and defend route and strategy choices.
Day 3	15	Discuss and Use	Complete the PREPARE header, plan, and draft independently.
Day 4	15	Award and Target	Locate growth evidence, revise sentence structure, and edit conventions.
Day 5	15	Explain and Educate	Teach the decision chain and complete the standards application check.

43. Tiny Times Transition

A Tiny Time is a zero-material movement routine under one minute. Say, "Tiny Time! Follow the Genre Compass." Students point in order to topic, purpose, audience, response genre, and planning strategy. Then students name one reason the strategy fits the job.

Step	Student Motion	Words to Say
Topic	Point to the center.	"The writing is about ____."
Purpose	Point forward.	"The response must ____."
Audience	Point to a partner.	"The reader needs ____."
Response genre	Hold up a route card.	"This route fits because ____."
Planning strategy	Hold up a tool card.	"This plan fits because ____."

PART VII

Citizenship & Content Connection**44. The Citizenship Connection**

Element	This Module
Suitability	A natural fit. The Cookie Mystery shows a class checking evidence before blaming anyone. The Cookie Commission shows students listening to different needs before recommending a plan.
Focus	Responsible participation, evidence-based decision making, and respectful disagreement.
Content Connection	The class considers popularity, cost, allergies, dietary restrictions, variety, and student input.
Perspective Connection	A fair recommendation listens to people who want different things and uses information rather than rumor.
Literacy Connection	Choosing a response genre is a civic act when a writer must explain, request, justify, or recommend something to a real audience.
Citizenship Question	How can gathering evidence and hearing different viewpoints help a group make a reasonable recommendation?
Teacher Script	<i>"A strong recommendation does not make everyone think alike. It uses evidence and listens for what people need."</i>

PART VIII

Instructional Tools & Source Text**45. Anchor Charts / Core Strategy Visuals****The Genre Compass**

Step	Question	Cookie-Passage Example
Topic	What is the writing about?	Evidence and decision making in the cookie investigation.
Purpose	What must the response accomplish?	Explain how checking information changed a choice.
Audience	Who will read it?	A classmate, a principal, a family, or a general reader.
Response Genre	What kind of writing best does the job?	Informative response, recommendation, correspondence, or personal narrative.
Planning Strategy	What tool organizes the thinking?	Brainstorm, freewrite, or map, chosen for the job.

The Three Planning Strategies

Strategy	Choose It When	What It Organizes
Brainstorming	You need many options quickly.	Possible details, reasons, questions, or requested actions.
Freewriting	You need to discover what you think through writing.	Moment-by-moment thinking, memories, and language that can become a draft.
Mapping	You need to see relationships, sequence, or several connected parts.	People, events, causes, effects, survey results, and viewpoints.

46. Core Habit / Strategy Explanation**The DOT Reading Habit****TEACHER SCRIPT**

"Established readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above an unfamiliar word.
- **O: Discover.** Determine the meaning during reading and discussion.
- **T: Drop.** Erase the dot after the meaning is understood.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"Do not choose a genre because the passage is fiction. Choose a response because the writing job requires it. Then choose the planning strategy that organizes the thinking the genre requires."

Genre Compass: Topic to Purpose to Audience to Response Genre to Planning Strategy.

The source text's reading genre and the student's writing genre are separate decisions. The two cookie passages are fiction. A student can still write an informative explanation of the order sheet, an opinion

about the recommendation, a letter to Principal Bennett, a research and inquiry response about the evidence, or a personal narrative about a time checking evidence changed a choice.

Question	Teacher Prompt	Student Decision
What is the job?	What must the writing accomplish?	Name the purpose.
Who is the reader?	What does the reader know, need, and expect?	Name the audience and register.
What route fits?	Which response genre does the job require?	Select and justify the genre.
What plan fits?	Which tool organizes the needed thinking?	Select and justify brainstorming, freewriting, or mapping.

47. Student Source Passage(s)

Passage use: use the two source texts below at high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Great Chocolate Chip Cookie Mystery" (Stamina: High)

- [1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- [2] "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.
- [3] "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.
- [4] "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.
- [5] "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.
- [6] "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.
- [7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.
- [8] "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.
- [9] "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't.
- [10] Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs.
- [11] Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs.
- [12] Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies? 2.
- [13] How was the chocolate chip cookie actually invented? "We are going to investigate both," she announced. Jordan raised his hand. "Can we investigate while eating replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams.
- [14] Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.
- [15] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.
- [16] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked

disappointed.

[17] “I liked the part where she just threw chocolate into the bowl.” “Of course you did,” Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield’s cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[18] Mrs. Delgado walked over. “What have you discovered?” “That the most exciting version of a story isn’t always the most accurate one,” Maya said. Mrs.

[19] Delgado smiled. “That is worth remembering.” Meanwhile, another team investigated the missing cafeteria cookies. Their first clue came from the cafeteria manager, Ms. Ruiz.

[20] “No one stole anything,” she said, laughing. “That’s exactly what someone involved in a cookie theft would say,” Jordan whispered. Maya elbowed him. Ms.

[21] Ruiz showed them the order sheet. The cafeteria normally prepared 180 desserts for the fifth-grade lunch period. Recently, however, the school had started offering two dessert choices on Fridays: fruit cups and cookies. The cafeteria staff had expected about half of the students to choose each option.

[22] “What actually happened?” Maya asked. Ms. Ruiz pointed toward a chart. Only twenty-seven students had selected fruit cups.

[23] Nearly everyone else had wanted cookies. “So there weren’t fewer desserts,” Eli said. “There were fewer cookies,” Maya corrected. “Because you predicted more people would choose fruit,” Jordan said.

[24] “Exactly.” Jordan stared at the numbers. “So sixth grade didn’t steal them?” “No.” “The teachers didn’t eat them?” “No.” “The principal doesn’t have a secret cookie vault?” Ms. Ruiz laughed. “Not that I know of.” When the class returned to the room, each team shared its findings.

[25] Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies. Teachers got the extras. Chocolate chips might be dangerous.

[26] The principal has a cookie vault. Mrs. Delgado crossed out the last two before anyone could argue. Under WHAT WE THOUGHT, they listed their assumptions.

[27] Under WHAT THE EVIDENCE SHOWED, they wrote: The cafeteria predicted that more students would choose fruit cups than actually did. Then Maya added: The famous “accidental invention” story about the chocolate chip cookie may leave out important details.

Passage 2: "The Fifth-Grade Cookie Commission" (Stamina: High)

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado’s classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] “I heard fifth grade helped solve Friday’s dessert problem,” she said. Jordan sat taller. “We saved the cookies.” “You surveyed students,” Principal Bennett corrected. “And then we saved the cookies.” Principal Bennett smiled.

[3] “Well, Ms. Ruiz would like student input before she plans next month’s Friday treats. So I’m giving fifth grade a challenge.” She wrote three words on the board: COOKIE COMMISSION The room exploded. “We’re in charge of dessert?” “Can we choose doughnuts?” “Can Friday have two Fridays?” “Can we abolish raisins?” Principal Bennett held up one hand.

[4] “You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation.” Jordan whispered to Maya, “This is the greatest moment in American democracy.” “I don’t think that’s what democracy means.” “It does today.” By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] “Who?” Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. “Cupcakes are clearly more festive,” Sofia argued. “They also cost more,” Maya said.

[7] “You can’t put a price on happiness.” “The cafeteria literally can.” Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, “Vote Banana.” By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, “Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.” The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] “Cookies win!” “Sit down, Congressman Cookie,” Mrs. Delgado said. “But they got the most votes.” Maya examined the numbers. “They got the most votes, but more than half the students voted for something else.” Jordan slowly sat down.

[11] “That feels like unnecessary math.” The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[13] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[14] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[15] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[16] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[17] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question, What dessert should we serve?, had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[18] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[19] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[20] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed. “But fifty-six percent chose something other than cookies.” Trevor raised his banana-shaped campaign sign. “Democracy has spoken.” “Nobody knows what your party believes,” Maya told him.

[21] “Potassium.” Mrs. Delgado called the class together. “You seem to have reached the most important part of the assignment.” “Dessert?” Jordan asked. “Disagreement.” Everyone groaned.

[22] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.” The students reviewed everything they had collected.

[23] The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information.

[24] The nurse explained health and allergy concerns. Students shared different viewpoints. Finally, Maya drew

a chart. “What if we rotate the Friday treat,” she suggested, “but every Friday includes an alternative for students who can't or don't want to eat the main dessert?” Sofia leaned closer.

[25] “So cupcakes could still happen?” “Yes.” “Cookies?” “Yes.” Trevor raised his hand. “Bananas?”

“Unfortunately, yes.” Trevor celebrated. Eli added another idea. “What if the cafeteria posts the next month's choices ahead of time and students vote before Ms.

[26] Ruiz orders everything?” Ms. Ruiz, who had returned for the discussion, nodded. “That would give me better information.” Jordan studied the proposal. “So cookies wouldn't win every week.” “No,” Maya said.

[27] “But they would still appear regularly?” “Yes.” “And nobody gets left out?” “That's the goal.” Jordan sighed.

“I accept democracy.” On Friday, the Cookie Commission presented its recommendation to Principal Bennett.

Their proposal included: - a rotating Friday treat; - a safe alternative each week; - a monthly student preference survey; - estimated costs; - and a system for Ms.

48. Student Annotation Guide

Students collect only details that help a later writing decision. They should be able to explain whether a detail supports a narrative, informative response, recommendation, correspondence, poetry, or research and inquiry job.

The Great Chocolate Chip Cookie Mystery

Evidence Focus	Details to Mark
Time and sequence	Friday morning, the afternoon investigation, and the order of the two investigations.
Actions and problems	The class hears rumors, compares sources, checks the order sheet, and shares findings.
People and viewpoints	Jordan, Eli, Mrs. Delgado, Ruth Wakefield, and Ms. Ruiz contribute different claims or evidence.
Key knowledge	180 desserts were prepared, 27 students selected fruit cups, and the popular invention story could leave out details.

The Fifth-Grade Cookie Commission

Evidence Focus	Details to Mark
Time and sequence	Monday through Friday, from challenge to recommendation.
Actions and problems	Students survey, interview, conduct a second survey, compare viewpoints, and compromise.
People and viewpoints	Principal Bennett, Ms. Ruiz, the nurse, the Cookie Commission, and students with different preferences.
Key knowledge	Cookies receive 44 percent, other choices receive 56 percent, and the proposal includes rotation and a safe alternative.

49. TRACKS Evidence Highlighting

Before reading, tell students to read both passages normally. Then ask them to mark exact details that could serve more than one writing purpose and more than one reader. A detail about the 44 percent survey result can support an informative explanation, an opinion, an argument, or a recommendation. A detail about the first and second surveys can support a personal narrative about learning to gather information.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

PART IX

50. Five-Day GRADUATE Lesson

Every day uses a consistent lesson anatomy: purpose, standard, teacher language, student task, embedded check, access without lowering rigor, misconception move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather ideas from the cookie passages and reveal the Genre Compass.

Standard	Focus
TEKS	5.11(A)(i) plan a first draft by selecting a genre for topic, purpose, and audience.
ELPS	4(C)(i) use high-frequency and content-area vocabulary; 4(F) write for purpose and audience.

GATHER and REVEAL**CLASS SLIDE**

Read the High stamina cookie excerpts to trace how ideas grow as characters gather evidence, compare viewpoints, and revise decisions.

TEACHER SCRIPT

"First name the writing job. Do not jump to a genre. Ask what you need to accomplish and who needs to understand the response."

Briefly revisit the missing cafeteria cookies, the order sheet, the comparison of several sources about Ruth Wakefield, the first and second surveys, cost, dietary needs, disagreement, and compromise. State that the source texts are fiction, but the response genre depends on the new writing job.

CLASS SLIDE

Genre Compass: Topic to Purpose to Audience to Response Genre to Planning Strategy.

TEACHER SCRIPT

"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."

Model one job: explain how checking evidence changed the class's understanding of the missing cookies for a classmate. Name the topic, purpose, and audience. Choose informative response and mapping because the writer must organize sequence and cause and effect. Explain that another defensible route could work only if its purpose and strategy are justified.

EMBEDDED CHECK

Students point to each Genre Compass step and tell a partner why the reading genre of the passage does not automatically determine the writing genre.

Access without lowering rigor: provide the compass and oral rehearsal. Students still name the job and make the route decision. **Student product:** a labeled compass and one oral route justification.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt route decisions with the Genre Route Relay.

Standard	Focus
TEKS	5.11(A)(i) select a genre and use a range of planning strategies.
ELPS	4(F) justify with supporting details using appropriate content, style, and register.

ATTEMPT

CLASS SLIDE

Genre Route Relay: read the job, name topic, purpose, and audience, place a route card, place a strategy card, and defend both choices.

TEACHER SCRIPT

"Place the Genre card first and tell me why the writing job needs that genre. Then place the Strategy card and tell me why that tool organizes the thinking this genre requires."

Card	Writing Job	Defensible Route and Plan	Reason
1	Write a personal narrative about a time gathering information changed a choice.	Personal narrative plus freewrite.	Freewriting can uncover moment-by-moment thinking.
2	Explain three ways students influenced the Cookie Commission recommendation.	Informative plus map.	A map can organize several connected influences.
3	Generate a school-choice recommendation using survey, cost, and student needs.	Opinion or argumentative response plus map.	A map can hold evidence, viewpoints, and a conclusion.
4	Write a formal request to Principal Bennett for a future dessert plan.	Correspondence plus brainstorm.	A brainstorm can list purpose, audience needs, requested action, and reasons.
5	Investigate whether the most popular choice should win.	Research and inquiry plus map.	Mapping can sort claims, survey results, and counterpoints.
6	Write a poem about the surprise of discovering evidence.	Poetry plus freewrite.	Freewriting can discover images and language.

Partners can select different routes if both can state a purpose-audience reason. Collect one changed-route reason when students revise a choice after hearing a stronger explanation.

Access without lowering rigor: offer two route cards first, then ask students to explain the choice.

Student product: Genre Route Relay recording sheet.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss the route decision and use it independently in the formal personal narrative.

Standard	Focus
TEKS	5.11(A)(i) , 5.12(A)(i) , and 5.12(A)(ii) .
ELPS	4(D) use varied sentence lengths and transition words; 4(F) write for purpose and audience.

DISCUSS

CLASS SLIDE

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

TEACHER SCRIPT

"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."

USE

CLASS SLIDE

Independent product: plan and write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice.

Students complete a PREPARE header: Topic, Purpose, Audience, Response Genre, Planning Strategy. They write one sentence: "This genre fits because ____, and this plan fits because ____." They then plan and draft a personal narrative. Encourage an important moment and a lasting effect, with dialogue, thoughts, and reflection when those choices fit the audience.

Students can choose brainstorming, freewriting, or mapping. Do not require a single tool. Listen for a plan that organizes the thinking of a personal narrative. A freewrite can help a writer discover the moment. A map can connect people and events. A brainstorm can generate possible experiences quickly.

EMBEDDED CHECK

Ask, "Why does your strategy fit?" Expected response: a strategy-to-thinking relationship, not "because we always use it."

Access without lowering rigor: provide the five-field header and an oral frame. Students still select, justify, plan, and draft. **Student product:** PREPARE header, plan, and opening draft.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: locate growth evidence, revise sentence structure, and edit the required conventions.

Standard	Focus
TEKS	5.11(C)(i) , 5.11(D)(i) , 5.11(D)(vii) , and 5.11(D)(xxix) .
ELPS	4(D)(i)-(ii) use sentence types; 4(E)(ii) use grammatical structures.

AWARD

CLASS SLIDE

Take a step forward if your PREPARE header names all five decisions, your justification names purpose and audience, and your plan fits the response genre.

TEACHER SCRIPT

"Point to evidence of a decision you made on purpose. Your award is not a general compliment. It is a strength you can prove with your header, plan, draft, or route explanation."

TARGET

CLASS SLIDE

Revise before editing. Improve at least two sentences for clearer structure, then check agreement, collective nouns, and high-frequency spelling.

Students read their draft aloud and mark two sentences whose structure can show a clearer relationship among events, thoughts, or actions. Then they edit complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling. Remind students that editing cannot replace revision.

EMBEDDED CHECK

Ask, "What relationship does the new structure show?" Accept an answer about sequence, cause and effect, contrast, or reflection.

Student product: evidence-based Award statement, precise Target, two structural revisions, and convention check.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the decision chain and transfer it to a fresh writing job.

Standard	Focus
TEKS	5.11(A)(i) , 5.12(A)(i) , and 5.12(A)(ii) .
ELPS	4(F) explain, respond, and justify with supporting details for purpose and audience.

EXPLAIN and EDUCATE

CLASS SLIDE

Turn and Teach: Topic to Purpose to Audience to Response Genre to Planning Strategy.

TEACHER SCRIPT

"Teach the chain in your own words. Then name one planning tool you would choose for a different writing job and explain why it fits."

Partners listen for all five decisions. The listener restates the topic, purpose, audience, genre, and strategy. The author explains the route and the plan with evidence from the writing job.

CLASS SLIDE

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.

Students complete a standards application check. They must use only details supported by the two passages. A strong answer explains how the response genre and strategy fit the job, not merely labels them.

CLOSING SCRIPT

"You are prepared writers when you can name the job, choose a route and a plan, explain why they fit, and use those decisions to make a stronger draft."

Student product: Author-Educator Card, listener restatement, fresh route and strategy choice, and progress reflection.

PART X

Student Exemplars

These exemplars use the writing job: choose one supported detail from a cookie passage, create a purpose and audience, select a response genre, and select a planning strategy.

51. Low / Developing Exemplar

Field	Detail
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.
Student response	"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.

52. Medium / Approaching Exemplar

Field	Detail
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.
Student response	"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.

53. High / Secure Exemplar

Field	Detail
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.
Student response	"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.

PART XI

Assessment & Evidence**54. Teacher Answer Guidance & Evidence Notes**

What adequate understanding includes: the student names topic, purpose, and audience before selecting a response genre; justifies the genre; chooses a brainstorm, freewrite, or map for a reason; completes a personal narrative plan and draft; revises sentence structure; edits the listed conventions; and teaches the decision chain. Accept varied routes when the purpose-audience reasoning is clear and the strategy organizes the required thinking.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	TEACH	Students distinguish reading genre from response genre.
T2	Day 1 Reveal	TEACH	The Genre Compass and planning-strategy choices are modeled.
L3	Day 2 Attempt	LEARN	Students place genre and strategy cards and defend them.
L4	Day 3 Discuss	LEARN	Students explain a purpose-audience relationship.
A5	Day 3 Use	ASSESS	Independent PREPARE header, planning notes, and draft.
A6	Day 4 Award	ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	ASSESS	Student revises sentence structure and sets a next step.
A8	Day 5 Explain	ASSESS	Student teaches the complete decision chain.
A9	Day 5 Transfer	ASSESS	Student creates and defends a fresh route and plan.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can select and justify a response genre and planning strategy.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Notebooks, Genre Route Relay cards, pencils, the Genre Compass, and both passages.
Task	Name topic, purpose, and audience; select a genre and strategy; justify both; plan and draft; revise sentence structure; edit conventions.
Expected Response	A complete PREPARE header, a one-sentence justification, a plan that fits the genre, and an audience-aware draft.

Informal assessment: listen during route-card decisions and oral justifications.

Formative assessment: inspect the Day 3 PREPARE header and planning product.

Transfer assessment: inspect the Day 5 fresh writing job and teach-back.

PART XII

Formal Module Assessment Addendum**57. Student Exit Ticket (Printable Page)****Name:** _____ **Date:** _____**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**58. Exit Ticket Answer Key**

Item	Secure Example	Expected Thinking	Points
1-3	Topic: how checking evidence changed what the class believed about the missing cookies. Purpose: share an experience and the change in thinking. Audience: classmates.	Names the writing job.	3
4	Personal narrative.	The purpose is to share an experience and a change in thinking, so the narrative route fits.	1
5	Freewriting, then a TRAILS plan.	Freewriting helps discover the moment the thinking changed; TRAILS organizes the experience.	1
6	This genre fits because the purpose is to share how our thinking changed, and this strategy fits because freewriting helps me discover the important moment for my classmates.	Justifies both choices using purpose and audience.	3
7	"Only twenty-seven students had selected fruit cups." This shows there were fewer cookies, not fewer desserts.	Uses a supported detail from the passage.	2

59. Scoring Principle

Score the decision chain, the justification, the planning strategy fit, and the supported detail. A student can choose a different genre or strategy if the reason is grounded in topic, purpose, audience, and the thinking the response requires. Minor convention errors should not remove route-selection points.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to two-audience enrichment.
7-8	70-89%	Developing	Confer on the missing purpose-audience reason or strategy fit.
5-6	50-69%	Emerging	Use reduce-the-choices intervention.
0-4	Below 50%	Beginning	Reteach the Genre Compass with route and strategy cards.

61. Recommended Gradebook Label

Gradebook label: "G5 PREP M3 Genre and Planning Strategy (Exit Ticket)."

PART XIII

Module Writing Assignment**62. Writing Assignment (Teacher Scoring Copy)**

Field	Detail
Primary TEKS	5.11(A)(i) , 5.12(A)(i) , and 5.12(A)(ii) .
Revision and Editing TEKS	5.11(C)(i) , 5.11(D)(i) , 5.11(D)(vii) , and 5.11(D)(xxix) .
Purpose	Students plan and write a personal narrative about evidence, viewpoints, or a changed choice.
Exact Student Prompt	Write a personal narrative about a time you gathered information, listened to another viewpoint, or checked evidence before making a choice.
Exact Student Directions	Complete a PREPARE header. Select and justify a personal narrative and a brainstorming, freewriting, or mapping strategy. Plan, draft, revise at least two sentences for stronger structure, and edit the required conventions.
Non-Negotiable Expectations	Topic, purpose, audience, response genre, planning strategy, one-sentence justification, an important moment, reflection, revision, and editing.

63. Student Planning Frame

Optional access support without lowering rigor.

1. Name the topic of your experience.
2. Name the purpose of your personal narrative.
3. Name the audience and what that reader knows, needs, and expects.
4. Choose personal narrative as the response genre and explain why it fits.
5. Choose brainstorming, freewriting, or mapping and explain what it will organize.
6. Plan the important moment, the thoughts and actions around it, and the lasting effect.
7. Draft with details, dialogue, and reflection that fit the reader.
8. Revise two sentences for stronger structure.
9. Edit complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.

64. Writing Assignment Rubric

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
PREPARE decision	All five fields are specific and accurate.	All fields present, one general.	Some fields present.	Route not selected.
Justification	Explains genre and strategy through purpose and audience.	Explains both choices, one briefly.	Names a choice with weak reason.	No reason.
Personal narrative craft	Important moment, details, dialogue, thoughts, and reflection serve the reader.	Important moment and some craft present.	Mostly a list of events.	Topic only.
Revision	At least two sentence structures improve clarity.	One clear structural revision.	Minor word or punctuation change only.	No revision.
Editing	Complete sentences, agreement, collective nouns, and spelling are checked accurately.	Mostly accurate with one error.	Some checks completed.	No evidence of checking.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure PREPARE writer	Two-audience enrichment.
14-17	70-89%	Developing	Confer on the weakest criterion.
10-13	50-69%	Emerging	Intervention on decision chain and craft.
Below 10	Below 50%	Beginning	Reteach with route and strategy cards.

66. Teacher Feedback Shortcuts

- Strength: "You named a purpose and audience before choosing your route."
- Strength: "Your strategy fits because it organizes the thinking your genre requires."
- Target: "Name what your reader knows, needs, and expects."
- Target: "Explain what your planning tool makes easier."
- Revision: "Change the sentence structure so the relationship is clearer."
- Editing: "Check one convention in context and explain your choice."

PART XIV

Response to Student Need**67. Intervention: Name the Decision**

Field	Detail
Purpose	Support students who need help naming topic, purpose, audience, genre, or planning strategy.
Group Size	Small group of 3-6 students.
Time	10-12 minutes.
Materials	Genre Compass, route cards, strategy cards, decision-chain mat, and the cookie passages.
Relevant TEKS	5.11(A)(i) , 5.12(A)(i) , and 5.11(C)(i) .
Relevant ELPS	4(C)(i), 4(D)(i)-(ii), and 4(F).

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.

TEACHER SCRIPT

"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."

68. Embedded Checks & Student Support

Lesson Moment	Teacher Check	Expected Response	Immediate Response
Before route selection	Name topic, purpose, and audience.	All three job elements.	Point to the compass and restart at topic.
After route selection	Explain why it fits this reader.	Purpose-audience justification.	Present a second card with the same source and a new reader.
During planning	Why does this strategy fit?	Strategy-to-thinking relationship.	Compare brainstorm, freewrite, and map.
During drafting	Show the important moment and lasting effect.	Developed personal narrative center.	Rehearse the change and its meaning orally.
During revision	What relationship does the new structure show?	Reader benefit from structural change.	Use the sentence as evidence of revision.
During editing	Which convention are you checking?	Agreement, collective noun, or spelling.	Check one convention at a time in context.

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses a genre immediately	Ask for topic, purpose, and audience before accepting a route.
Chooses the same strategy every time	Compare what brainstorming, freewriting, and mapping organize well.
Writes an event list	Return to the important moment and lasting effect.
Edits without revising	Require a sentence-structure change first.
Masters quickly	Route to two-audience enrichment.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students to keep the genre fixed while designing two defensible planning routes, then choose the stronger route for a named audience.
Group Size	Pairs or small groups.
Materials	Both passages, notebooks, the Genre Compass, and strategy cards.
Relevant TEKS	5.11(A)(i) , 5.12(A)(i) , and 5.12(A)(ii) .
Relevant ELPS	4(D) and 4(F).

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.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one supported detail from the High stamina "Cookie Mystery" or "Cookie Commission." Create a new writing job with a purpose and audience, then produce the response using only details supported by the excerpts.

TEACHER SCRIPT

"Choose one supported detail and design a clear writing job around it. Your direction must tell the writer what to accomplish and who will read it before you select the genre and planning strategy."

Plan: record Topic, Purpose, Audience, Response Genre, Planning Strategy, and a one-sentence justification. **Draft:** develop the response so content, style, register, and conventions fit the reader. Do not add new story events, facts, dialogue, or survey results. **Revise:** improve one sentence structure and state the reader benefit. **Edit:** check complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read aloud. Revise one sentence structure to clarify a relationship among ideas or actions. **Edit.** Check the required conventions. **Share.** Read to a partner. The partner identifies the purpose, audience, genre, and strategy from the response before looking at the header.

Teacher Script: "Use any mismatch between the response and the listener's inference as evidence about where the content, style, or register needs to be clearer."

PART XV

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every learner a chance to hear and say the decision before writing.

- Read a writing job aloud with pencils down. Students repeat the topic, purpose, and audience.
- Students hold up a route card and a strategy card, then defend the decision.
- Read two possible routes. Students explain which one better fits the job and why.
- A student teaches the chain: Topic, Purpose, Audience, Response Genre, Planning Strategy.

74. Pause Points**BEFORE CHOOSING A GENRE**

Name topic, purpose, and audience before selecting a route.

BEFORE PLANNING

Which strategy organizes the thinking this genre requires?

BEFORE DRAFTING

Which details and how much formality does this reader need?

REVISE BEFORE EDITING

First improve sentence structure for meaning. Then check conventions.

BEFORE TEACHING

Can the listener reconstruct Topic to Purpose to Audience to Response Genre to Planning Strategy?

75. At-Home Connection

Ask a family member to give a small writing job. The student names the topic, purpose, and audience, selects a response genre, and chooses brainstorming, freewriting, or mapping. The student explains the choice in one sentence and can use the Cookie Commission example of gathering evidence before recommending a plan.

TASK CARD

Choose one supported detail from either cookie passage. Tell a family member what a classmate, principal, or general reader would need to know. Decide which response genre and planning strategy fit that reader.

PART XVI

Student Ownership**76. My Progress Tracker****TEACHER SCRIPT**

"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.			
Separate the passage's reading genre from my response genre.			
Select and justify a response genre.			
Choose brainstorming, freewriting, or mapping for a reason.			
Adjust details and register to fit my reader.			
Develop a personal narrative with an important moment and reflection.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

77. Student Award

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

78. Student Target

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

PART XVII

Teacher Closure & Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

"This week you named topic, purpose, and audience; selected and justified a response genre; chose a planning strategy that organized the thinking; planned a personal narrative with TRAILS; revised sentence structure; and edited required conventions. Preparation makes the draft stronger."

CLOSING SCRIPT

"Think back to the class checking the cafeteria order sheet before blaming anyone and comparing several sources about Ruth Wakefield. Strong writers gather and organize their thinking before they decide."

TEACHER SCRIPT

"Turn to a partner and teach the chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name one planning tool you would choose for a different writing job and why."

80. Essential / Overarching Question, Answered**How does a writer move from a writing situation to a justified genre and an effective draft?**

A writer names the topic, purpose, and audience first. The writer then chooses the response genre that best accomplishes the job and a planning strategy that organizes the thinking that genre requires. The writer uses the plan to draft, revises sentence structure, edits conventions, and explains the decisions with evidence. In this module, the cookie passages show that strong decisions grow from information, viewpoints, and careful attention to the reader.

81. Teacher Reflection

- Which students name topic, purpose, and audience before choosing a genre?
- Which students choose a planning strategy that fits the thinking instead of using the same tool every time?
- Which students develop an important moment and reflection instead of listing events?
- Which artifacts show that revision changed structure before editing?
- What intervention or enrichment evidence will shape the next module?

Teacher Notes:**82. Teacher Artifacts of Effectiveness**

- Day 1 source-versus-response explanation.
- Day 2 Genre Route Relay recording and changed-route reason.
- Day 3 PREPARE header, plan, draft, and strategy justification.
- Day 4 evidence-based award and precise target.

- Day 5 Author-Educator Card and listener restatement.
- Student progress tracker and intervention or enrichment rechecks.

PART XVIII

Production & Implementation Support**83. Module Slide Deck Build Sheet**

Slide	Title	Required Content	Lesson Location
1	Choose the Route and the Planning Strategy	Grade 5 PREPARE Cluster, Module 3, High stamina, cookie passages.	Cover
2	Read for a Later Writing Decision	Gather evidence, compare viewpoints, and notice usable details.	Day 1
3	The Genre Compass	Topic to Purpose to Audience to Response Genre to Planning Strategy.	Day 1
4	Reading Genre Is Not Response Genre	Both sources are fiction; the new writing job decides the response.	Day 1
5	Three Planning Strategies	Brainstorming, freewriting, and mapping.	Day 1
6	Genre Route Relay	Read the job, choose the genre, choose the strategy, justify both.	Day 2
7	Talk It Over	Explain why purpose and audience matter.	Day 3
8	Complete the PREPARE Header	Five fields and one-sentence justification.	Day 3
9	Plan and Draft	Personal narrative about evidence, viewpoint, or a changed choice.	Day 3
10	The Moment of Revision	Improve sentence structure before editing.	Day 4
11	What Do I Still Need to Grow?	Choose a precise target.	Day 4
12	Turn and Teach	Teach Topic to Purpose to Audience to Response Genre to Strategy.	Day 5
13	Fresh Application	Create a job from a supported cookie detail and defend the route.	Day 5

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display the Genre Compass and one student's route decision.
Route selection	Students drag route and strategy cards into a decision chain.
Discussion	Use breakout pairs to name topic, purpose, audience, genre, and strategy.
Drafting	Students submit a five-field PREPARE header and a draft.
Revision	Students highlight two sentences whose structure they changed.
Teaching	Students record or present the decision chain to a partner.

PART XIX

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after you teach the module. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Independent Genre Decision and Transfer

Grade 5 | PREPARE Cluster | Module 4

Grade: 5

Cluster: PREPARE, a writing-readiness cluster about choosing a response genre

Module: 4 of the cluster

Primary Instructional Category: Independent writing decision and transfer

Module Title: Independent Genre Decision and Transfer

Content Connection / Passage Titles: "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission" (Very High Stamina)

Primary TEKS: [5.11\(A\)\(i\)](#) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; [5.12\(A\)\(i\)](#) and [5.12\(A\)\(ii\)](#) compose literary texts using genre characteristics and craft

Recursive TEKS: [5.11\(C\)\(i\)](#), [5.11\(D\)\(i\)](#), [5.11\(D\)\(vii\)](#), and [5.11\(D\)\(xxix\)](#)

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

TEACHER SCRIPT

"The goal of preparation is independence: students can face a new writing situation, choose a route, explain the choice, and begin with confidence."

Preparation becomes independence. Students face a new writing situation, choose a route with the Genre Compass, explain the choice by purpose and audience, and begin with confidence.

2. Why This Module Matters

This is the PREPARE readiness bridge. Students apply the complete Genre Decision Chain without teacher-selected answers: analyze a new writing task, select and justify a response genre, plan with an effective strategy, draft a personal narrative, revise sentence structure, edit Grade 5 conventions, and explain how the same content would change in another genre. Personal narrative remains the formal Grade 5 composition route, and transfer becomes evidence of true independence.

The passage gives content. The writing direction gives the job. The Genre Compass is TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. Purpose and audience decide the genre.

3. Module Essential / Overarching Question

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

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page explains the week's learning, offers one question, and gives one simple way to help. The conversation should help a student see that the writing job, not the passage, decides the genre.

5. Family Letter (English)

Dear Families,

This week your student completes our fifth-grade PREPARE unit by working independently. Instead of being told which genre to write, your student analyzes a new writing task, names the topic, purpose, and audience, selects and justifies a response genre, chooses a planning strategy, drafts, revises, and edits.

We are reading the complete versions of "The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission." These fiction passages show students gathering evidence, checking whether a source is reliable, weighing competing viewpoints, and changing their minds when new information appears. The formal writing product is a personal narrative about a time evidence or another viewpoint changed what your student believed or decided. Then your student explains how the same content would change as a letter, an informative piece, or an opinion.

At home, ask: "If you wrote that same story as a letter or an explanation instead of a personal narrative, what would you have to change?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante completa nuestra unidad PREPARE de quinto grado trabajando de manera independiente. En lugar de que se le indique qué género escribir, su estudiante analiza una nueva tarea de escritura, nombra el tema, el propósito y el público, selecciona y justifica un género de respuesta, elige una estrategia de planificación, redacta, revisa y edita.

Leemos las versiones completas de "The Great Chocolate Chip Cookie Mystery" y "The Fifth-Grade Cookie Commission." Estos pasajes de ficción muestran a estudiantes que reúnen evidencia, verifican si una fuente es confiable, comparan puntos de vista y cambian de opinión cuando aparece información nueva. El producto formal es una narración personal sobre un momento en que la evidencia u otro punto de vista cambió lo que su estudiante creía o decidía. Después explica cómo cambiaría ese mismo contenido si se convirtiera en una carta, un texto informativo o una opinión.

En casa, pregunte: "Si escribieras esa misma historia como una carta o una explicación en vez de una narración personal, ¿qué tendrías que cambiar?" Esta conversación ayuda a su estudiante a ver que el trabajo de escritura, no el pasaje, decide el género.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- Why does a fictional source not require every response to be a narrative?
- How do topic, purpose, and audience work together?
- Which information in "Cookie Mystery" needs checking before it is believed?
- Why does the Cookie Commission need more than the largest survey percentage?

8. Simple Family Activities

One Source, Two Jobs: Choose one detail from either cookie passage. Explain how it could support an informative explanation and a message to the cafeteria manager. Name the purpose and audience for each route.

Genre Compass Retrieval: Reconstruct the chain: Topic to Purpose to Audience to Genre to Planning Strategy. Explain why changing the audience could change the route.

Teacher Road Map

9. Teacher Navigation Key

- **TEACH:** teacher models the decision chain
 - **LEARN:** student practices the decision
 - ✓ **ASSESS:** student independently demonstrates or transfers learning
- Teacher Script:** exact recommended teacher language
- Class Slide:** display cue

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Retrieves the complete Writer Decision Chain.
Reveal	■ TEACH	Makes purpose and audience visible before genre selection.
Attempt	○ LEARN	Students defend Genre Court placements.
Discuss	○ LEARN	Students separate source genre from response genre.
Use	✓ ASSESS	Students plan and draft independently.
Award	✓ ASSESS	Students identify evidence of growth.
Target	✓ ASSESS	Students name a precise next action.
Explain / Educate	✓ ASSESS	Students teach the chain and transfer an idea.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, PREPARE Cluster, Module 4
Category	Independent genre decision and transfer
Passages	"The Great Chocolate Chip Cookie Mystery" and "The Fifth-Grade Cookie Commission"
Stamina	Very High
Decision Tool	Genre Compass: Topic to Purpose to Audience to Genre to Planning Strategy
Formal Product	Personal narrative, revision, edit, and transfer explanation
Weekly Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate

Standards, Learning & Rigor

12. Learning Destination

I Will Statements

- I will read, speak, plan, write, revise, edit, and explain my decisions.
- I will defend each genre choice with topic, purpose, and audience evidence.
- I will draft, revise, and edit independently rather than waiting for a formula.
- I will teach my complete decision chain and show how one idea can move into a second genre.

I Can Statements

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

13. Success Criteria

- My PREPARE header names topic, purpose, audience, genre, and planning strategy.
- My justification explains why both the route and strategy fit the assigned job.
- My TRAILS plan develops the important moment and lasting effect.
- My revision improves sentence structure, my editing checks required conventions, and my transfer note explains what would change in a second genre.

14. Evidence That Will Demonstrate Mastery

- Genre Court decisions defended with writing-job reasons.
- Independent PREPARE header, TRAILS plan, and drafted personal narrative.
- Standards application check, transfer note, and Genre Expert Fair teach-back.
- Fresh recall of Topic, Purpose, Audience, Genre, and Planning Strategy.

15. TEKS Correlations

TEKS	Strand	Student Expectation, Grade 5 breakout	Where Taught	Where Assessed
5.11(A)(i)	Writing Process	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-3	PREPARE header
5.12(A)(i)	Writing Genre	compose literary texts using genre characteristics	Day 3	Personal narrative
5.12(A)(ii)	Writing Genre	compose literary texts using craft	Day 3	Personal narrative
5.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 3	Structural revision
5.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 3	Editing check

5.11(D)(vii)	Editing	edit drafts using standard English conventions, including collective nouns	Day 3	Editing check
5.11(D)(xxix)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 3	Editing check

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	5.11(A)(i)	Select a genre for a topic, purpose, and audience using strategies.	Genre Compass and PREPARE header
PRIMARY	5.12(A)(i)	Compose literary texts using genre characteristics.	Formal personal narrative
PRIMARY	5.12(A)(ii)	Compose literary texts using craft.	TRAILS and lasting effect
RECURSIVE	5.11(C)(i)	Revise drafts to improve sentence structure.	Day 3 and additional writing
RECURSIVE	5.11(D)(i) , 5.11(D)(vii) , 5.11(D)(xxix)	Edit agreement, collective nouns, and high-frequency spelling.	Final sweep and assessment

17. ELPS Correlations

ELPS	Domain	Language Pattern	Complete Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
4(C)(i)	Writing	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Days 1-5
4(D)(i)-(iii)	Writing	Sentence variety	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-5
4(F)(i)-(viii)	Writing	Purpose and audience	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for purpose and audience	Days 1-5
4(B)(ii)	Writing	Spelling	write text following conventional spelling rules	Day 3 editing
4(E)(ii)	Writing	Grammar	write content-area-specific text using grammatical structures	Revision and editing

18. ELPS Linguistic Accommodations

Proficiency Level	Listening and Speaking Support	Reading and Writing Support	Matched Objective
Preproduction	Point to topic, purpose, audience, and route cards; rehearse with a partner.	Match a passage detail to a route and copy the route word.	Select a route nonverbally.
Beginning	Use "The purpose is _____. The audience is _____."	Complete a labeled PREPARE header.	Name purpose and audience.
Intermediate	Use "The best route is _____ because _____."	Write one justification sentence and one TRAILS note.	Explain a genre choice.
High-Intermediate	Compare two possible routes before defending one.	Draft varied sentence types and revise one.	Justify and revise.
Advanced	Restate another writer's reasoning respectfully.	Independently plan, draft, revise, edit, and teach the chain.	Adapt content, style, register, and conventions.

19. Language Domains

Domain	Language Objective	Evidence in This Module
Listening	Listen for purpose and audience clues in a complete writing direction.	Students label the best route after hearing the entire task.
Speaking	Justify a route with topic, purpose, and audience.	Students defend Genre Court choices.
Reading	Read fiction passages to collect reusable details.	Students mark TRACKS evidence.
Writing	Record a PREPARE header, TRAILS plan, narrative, revision, and edit.	Students complete the independent product.

20. Rigor Safeguard

Teacher May Provide	Teacher Must Leave to the Student
Reread, provide anchor charts and sentence frames, and accept oral rehearsal.	Name the genre, purpose, audience, or planning choice. Students must make and justify the decision.

The teacher may clarify routines, but the topic, purpose, audience, genre, strategy, and draft must show the student's own thinking.

21. Rigor & Cognitive Demand

Cognitive Demand	Student Work	Independence	Evidence
Recall	Name the topic and identify both sources as fiction.	Supported	Correct source genre and topic.
Skill / Concept	Match a writing job to a response route.	Guided, then collaborative	Genre Court placement.
Strategic Thinking	Justify the route and strategy using purpose and audience.	Independent by Day 3	PREPARE header and justification.
Extended Thinking	Develop, revise, edit, and teach a personal narrative decision chain.	Independent	Draft, standards check, and teach-back.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Student Thinking	Module 4 Task
Level 1	Red	Foundational	Recall a taught term or source detail.	Name topic, audience, or fiction.
Level 2	Orange	Emergent	Try a route with partial reasoning.	Sort a task card with a frame.
Level 3	Yellow	Visible	Connect route to purpose and audience.	Defend a Genre Court decision.
Level 4	Green	Independent	Apply the complete chain independently.	Complete the PREPARE header and TRAILS plan.
Level 5	Blue	Reflective	Reflect, transfer, and teach.	Explain how changing purpose or audience changes the response.

From Recall to Extended Thinking

- **Recall:** Identify topic and reading genre. Teacher evidence: accurate labels.
- **Skill:** Categorize tasks by response route. Teacher evidence: correct sort with a clue.
- **Strategic:** Connect purpose, audience, genre, and strategy. Teacher evidence: defensible justification.
- **Extended:** Create, revise, edit, and teach. Teacher evidence: independent product and transfer explanation.

TEACHER SCRIPT

"Prepared writers move from naming the source to explaining the job, choosing a route, developing the response, and teaching why the decision works."

23. Possible Teacher Misconceptions

Teacher Misconception	Self-Correct Move
The fiction passages make narrative the only valid route.	Revisit the Response Ecosystem and present several writing jobs from the same detail.
A correct genre label proves mastery.	Require the words purpose and audience in the reason.
One planner should be required for every task.	Let students justify brainstorming, freewriting, or mapping; require TRAILS for the formal narrative.
Editing can replace revision.	Require a structural revision before the conventions check.

24. Possible Student Misconceptions

Student Misconception	Teacher Look-For	Reteach Move
The response genre must match the source genre.	"It is a story, so I must write a story."	Give the informative Cookie Commission card and rebuild the Genre Compass aloud.
A genre name is enough.	No topic-purpose-audience reason.	Use the justification frame before the point counts.
Narrative is a list of events.	No important moment or lasting effect.	Return to I and L in TRAILS.
The largest survey percentage automatically decides the recommendation.	Student ignores that more than half selected something else.	Compare 44 percent with the combined remaining choices and name what the audience needs.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Target: 5.11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies. The target becomes visible when the student completes the Genre Compass and justifies the route.

26. How I Say the Standard!

TEKS says	How I say it
<u>5.11(A)</u> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	I can name what I am writing about, what I need my writing to do, and who will read it. Then I can choose the genre and planning strategy that fit.
<u>5.11(C)</u> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can change the way a sentence is built so my reader understands the relationship among my ideas.
<u>5.11(D)</u> edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check that my complete simple sentences have subjects and verbs that agree.
<u>5.12(A)</u> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	I can write a personal narrative that has the features a narrative needs.

27. This Week I Can...

- I can independently analyze a new writing task and name the topic, purpose, and audience.
- I can select and justify both a response genre and a planning strategy.
- I can use TRAILS to develop a personal narrative with an important moment and lasting effect.
- I can revise sentence structure, edit conventions, and explain transfer.

28. Before I Can... Prerequisites

- I can tell that both cookie sources are fiction.

- I can identify details about rumors, surveys, source reliability, competing viewpoints, compromise, and changed thinking.
- I can explain that the reading genre of a passage and the writing genre of a response are separate decisions.
- I can use a sentence frame to explain purpose and audience.

29. Remember This! (60-Second Retrieval)

Topic, Purpose, Audience, Genre, Planning Strategy.

The passage gives content. The writing direction gives the job. Purpose and audience decide the route.

Say the chain aloud before drafting. If the assignment asks for a true experience for classmates, personal narrative fits. If it asks to explain surveys to younger students, informative fits. If it asks for a direct request to a school leader, correspondence fits.

30. Vocabulary Infusion

TEACHER SCRIPT

"Use everyday words, academic writing words, and passage-specific words to explain and justify an independent genre decision."

Word Group	Words	Use in This Module
Everyday	choose, explain, change, reason, listen, plan, share, check, viewpoint, decide	Name the decision and its evidence.
Academic	synthesis, transfer, justify, conventions, revision, reliability, evidence, consensus, decision, reflection	Explain how information supports the route.
Framework	genre, decision chain, source reliability, commission, compromise, percentage, TRAILS, collective noun, metacognition, Response Ecosystem	Teach the chain and transfer the same content.

31. Conventions Connection

Editing follows revision. Students check complete simple sentences with subject-verb agreement, collective nouns, and correct spelling of high-frequency words. The editing sweep protects meaning; it does not replace a structural revision.

32. Writing Connection

Personal narrative is the formal composition route for the independent product. Students use TRAILS to develop Topic or Experience, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, and Setting. A second genre may keep the content while changing purpose, audience, organization, style, register, and conventions.

33. Watch Out!

Do not allow the reading genre to choose the response genre. Both cookie passages are fiction, yet the same evidence can support a narrative, informative explanation, opinion, argumentative response, poem, correspondence, or research and inquiry task.

34. Ready Check

- The student names topic, purpose, and audience before naming a genre.

- The student explains why the route fits the job.
- The student names a planning strategy and explains why it fits.
- The student can describe what would change if the audience changed.

35. Teacher Look-Fors

- Listen for purpose and audience, not only a genre label.
- Look for a PREPARE header with all five decisions.
- Look for TRAILS I and L, the important moment and lasting effect.
- Look for revision before editing.
- Collect a transfer note that says what the writer would keep and change.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Passage-Based Oral Frame
choose	select from options	I choose ____ because ____.
explain	make something clear	I can explain why ____.
change	make or become different	New information changed ____.
reason	an explanation for a choice	My reason is ____.
listen	pay attention to what is heard	The commission listened to ____.
plan	an organized way to prepare	My plan helps me ____.
share	communicate with others	I will share my decision with ____.
check	examine for accuracy	The class checks ____.
viewpoint	a person's way of seeing something	Another viewpoint showed ____.
decide	make a choice after thinking	The class decided to ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Module Oral Frame
synthesis	combining several pieces of information into one understanding	My synthesis of the evidence is ____.
transfer	moving the same content into a different genre or form	I could transfer this idea into ____.
justify	explain a decision with reasons	I justify my genre choice because ____.
conventions	the standard rules of written English	I edited conventions such as ____.
revision	improving the structure or meaning of a draft	My revision changed ____.
reliability	how trustworthy a source is	The class checked reliability by ____.
evidence	facts or details that support a claim	The evidence shows ____.
consensus	general agreement reached after discussion	The commission reached consensus by ____.
decision	a choice made after weighing information	Our decision was ____ because ____.
reflection	thinking back on a choice to learn from it	My reflection is that ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Pronunciation	Student-Friendly Definition	Passage-Based Oral Frame
genre	ZHAHN-ruh	a type or category of writing	The genre that fits this job is ____.
decision chain	dih-SIZH-un chayn	the connected choices from topic to strategy	I used the decision chain to ____.
source reliability	sors ree-ly-uh-BIL-uh-tee	how trustworthy a source is	The team checked source reliability by ____.
commission	kuh-MISH-un	a group assigned a responsibility	The Cookie Commission had to ____.
compromise	KOM-pruh-myz	a solution where each side gives up something	The class reached a compromise by ____.
percentage	per-SEN-tij	a part of one hundred	The survey percentage showed ____.
TRAILS	traylz	a narrative framework for developing an experience	TRAILS helps me develop ____.
collective noun	kuh-LEK-tiv noun	a noun naming a group as one unit	The word commission is a collective noun because ____.
metacognition	met-uh-kog-NISH-un	thinking about your own thinking and choices	My metacognition note explains ____.
Response Ecosystem	rih-SPONS EE-koh-sis-tem	the connected set of genres a writer can choose among	The Response Ecosystem reminds me that ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Both cookie passages are fiction, and both give us details worth studying. Keep that source label separate from the response genre we will choose after reading each writing direction.

"The Great Chocolate Chip Cookie Mystery" begins with missing cafeteria cookies, rapidly spreading claims, and a circular source: Jordan reports Eli's statement while Eli reports Jordan's. The history investigation connects the cookie to Ruth Wakefield, the Toll House Inn, the 1930s, source reliability, and changed conclusions. The cafeteria investigation uses an order sheet, 180 desserts, 27 fruit cups, and evidence that the shortage came from an inaccurate prediction.

"The Fifth-Grade Cookie Commission" begins with a school treat recommendation, campaign-style preferences, survey percentages, cost information, dietary needs, and competing viewpoints. The first survey shows popularity. The second survey explains reasons. The class recommends a rotating Friday treat, a safe alternative, a monthly preference survey, estimated costs, and a system for adjusting quantities using previous choices.

The same cookie details can support a narrative, informative explanation, opinion, argument, poetry, correspondence, or research and inquiry when the purpose and audience change. Require students to name the writing job before choosing a familiar format.

40. Materials Needed

Category	Items
Core print materials	Complete Very High stamina copies of both cookie passages.
Decision tools	Complete Genre Decision Chain chart, Genre Court case cards, Response Ecosystem cards, and Planning Strategy cards.
Writing materials	TRAILS planners, interactive notebooks, pencils, revision and editing checklist.
Reflection materials	Award and Target forms, Genre Expert Fair placards, and transfer notes.
Reading tools	Colored pencils for TRACKS evidence highlighting and Annotation Guides.

41. Preparation Before Day 1

- ☐ Print and separate the six Genre Court case cards and answer key.
- ☐ Prepare unmarked passage copies and TRACKS-highlighted copies with Annotation Guides.
- ☐ Post the independent prompt as a sentence command.
- ☐ Prepare language supports without changing the decision-making target.
- ☐ Post the Genre Compass: Topic to Purpose to Audience to Genre to Planning Strategy.
- ☐ Prepare TRAILS planners, the revision and editing checklist, and the Author-Educator Card.

42. Weekly Timing & Transition Overview

Day	GRADUATE Phase	Main Work	Evidence
1	Gather / Reveal	Retrieve and independently apply the complete Writer Decision Chain.	Oral decision-chain reasoning.
2	Attempt	Play Genre Court and defend each verdict.	Defended genre and strategy decisions.
3	Discuss / Use	Resolve misconceptions; plan and draft a personal narrative.	PREPARE header, TRAILS plan, draft.
4	Award / Target	Locate growth evidence and name a precise target.	Award statement and next action.
5	Explain + Educate	Teach the chain and a transfer idea at the Genre Expert Fair.	Author-Educator Card and fresh recall.

43. Tiny Times Transition

A Tiny Time is a zero-material movement routine under one minute. Point forward for TOPIC, right for PURPOSE, left for AUDIENCE, down for GENRE, and make a small circle for PLANNING STRATEGY.

Read one source-based job: explain the Cookie Commission survey to students who have not read the passage. Students perform the five motions, whisper "informative" at GENRE and "map" at PLANNING STRATEGY, then repeat with a cafeteria-manager correspondence card.

Citizenship & Content Connection

44. The Citizenship Connection

Element	This Module
Suitability	A natural fit. Students listen to different viewpoints, gather information, and make a reasonable recommendation.
Focus	Having a voice, protecting access, and making choices with evidence.
Content Connection	The Cookie Commission considers cost, student needs, allergies, preferences, and compromise.
Perspective Connection	Having a voice means everybody has a chance to be heard before a decision.
Literacy Connection	Choosing a response genre requires listening to the complete writing job before deciding.
Teacher Script	<i>"The strongest choices happen when people speak, listen, investigate, and are willing to change their minds."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Genre Compass

TOPIC	PURPOSE	AUDIENCE	RESPONSE GENRE	PLANNING STRATEGY
What is the writing about?	What must the writing do?	Who will read it?	What route can do that job?	What tool organizes the thinking?

Response Ecosystem

Route	Choose It When the Purpose Is To...	Cookie-Passage Application
Narrative	let an audience experience a change or discovery	Show a student learning not to repeat a claim before checking.
Informative	explain or teach information	Explain how surveys and interviews support a recommendation.
Opinion	state and support a judgment	Judge the most important decision-making habit for fifth graders.
Argumentative	defend a claim with reasons and evidence	Defend a recommendation using the commission's evidence.
Poetry	express an idea through poetic craft	Express the contrast between rumor and evidence.
Correspondence	communicate directly with one reader	Write to the cafeteria manager about student input.
Research / Inquiry	investigate a question using sources	Investigate cookie history with credible sources.

Planning Strategy Decision Guide

Strategy	Use It When...	Module Example
Brainstorming	You need several possible ideas.	List possible personal experiences.
Freewriting	You need to uncover a change in thinking.	Write continuously about new information that changed you.
Mapping	You need to organize reasons, evidence, or stages.	Map survey results, costs, needs, and recommendation.

TRAILS

Letter	Element	What It Develops
T	Topic or Experience	The experience the narrative develops.
R	Relationships	People, ideas, responsibilities, or connections that matter.
A	Actions, Thoughts, and Dialogue	Precise details that reveal the experience.
I	Important Moment	The discovery, decision, or event that changes the experience.
L	Lesson or Lasting Effect	What the writer understands, feels, or carries away.
S	Setting	Where and when the experience happens, with sensory details.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"Established readers use DOT while reading in an Interactive Notebook: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above an unfamiliar word.
- **O: Discover.** Determine the meaning during reading and discussion.
- **T: Drop.** Erase the dot after the meaning is understood.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"A source passage does not choose your response genre. Your writing job does. First make the genre decision; then develop the response with the right tool."

Trace the compass with the class. Name what the writing is about, name what the writing must do, picture who will read it, choose the genre that can do that job, and select a planning strategy that organizes the needed thinking. If a student skips from topic to genre, return to purpose and audience.

For formal personal narrative, TRAILS develops Topic or Experience, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, and Setting.

47. Student Source Passage(s)

Passage use: use the two source texts below at very high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Great Chocolate Chip Cookie Mystery" (Stamina: Very High)

- [1] By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.
- [2] "What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.
- [3] "But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.
- [4] "He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.
- [5] "Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.
- [6] "I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.
- [7] At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.
- [8] "Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.
- [9] "What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't.
- [10] Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation." Mrs.
- [11] Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery." That afternoon, Mrs.
- [12] Delgado wrote two questions on the board. 1. What happened to today's chocolate chip cookies? 2.
- [13] How was the chocolate chip cookie actually invented? "We are going to investigate both," she announced. Jordan raised his hand. "Can we investigate while eating replacement cookies?" "No." "Then I question the fairness of this investigation." The class divided into teams.
- [14] Maya, Jordan, and Eli were assigned the history mystery. Their first internet search gave them a surprise. The chocolate chip cookie was connected to a woman named Ruth Wakefield, who ran the Toll House Inn in Massachusetts with her husband during the 1930s. She was an experienced cook who prepared meals and desserts for guests.
- [15] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.
- [16] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked

disappointed.

[17] “I liked the part where she just threw chocolate into the bowl.” “Of course you did,” Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield’s cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[18] Mrs. Delgado walked over. “What have you discovered?” “That the most exciting version of a story isn’t always the most accurate one,” Maya said. Mrs.

[19] Delgado smiled. “That is worth remembering.” Meanwhile, another team investigated the missing cafeteria cookies. Their first clue came from the cafeteria manager, Ms. Ruiz.

[20] “No one stole anything,” she said, laughing. “That’s exactly what someone involved in a cookie theft would say,” Jordan whispered. Maya elbowed him. Ms.

[21] Ruiz showed them the order sheet. The cafeteria normally prepared 180 desserts for the fifth-grade lunch period. Recently, however, the school had started offering two dessert choices on Fridays: fruit cups and cookies. The cafeteria staff had expected about half of the students to choose each option.

[22] “What actually happened?” Maya asked. Ms. Ruiz pointed toward a chart. Only twenty-seven students had selected fruit cups.

[23] Nearly everyone else had wanted cookies. “So there weren’t fewer desserts,” Eli said. “There were fewer cookies,” Maya corrected. “Because you predicted more people would choose fruit,” Jordan said.

[24] “Exactly.” Jordan stared at the numbers. “So sixth grade didn’t steal them?” “No.” “The teachers didn’t eat them?” “No.” “The principal doesn’t have a secret cookie vault?” Ms. Ruiz laughed. “Not that I know of.” When the class returned to the room, each team shared its findings.

[25] Mrs. Delgado divided the whiteboard into three columns: WHAT WE HEARD WHAT WE THOUGHT WHAT THE EVIDENCE SHOWED Under WHAT WE HEARD, the class listed: Sixth grade took the cookies. Teachers got the extras. Chocolate chips might be dangerous.

[26] The principal has a cookie vault. Mrs. Delgado crossed out the last two before anyone could argue. Under WHAT WE THOUGHT, they listed their assumptions.

[27] Under WHAT THE EVIDENCE SHOWED, they wrote: The cafeteria predicted that more students would choose fruit cups than actually did. Then Maya added: The famous “accidental invention” story about the chocolate chip cookie may leave out important details. Ruth Wakefield was an experienced cook who developed the recipe at the Toll House Inn. Eli stared at the board.

[28] “So basically, we were wrong about almost everything.” “I wouldn’t put it quite that way,” Mrs. Delgado said. “I would,” Maya replied. Mrs.

[29] Delgado laughed. “Your first ideas weren’t the problem. People form possible explanations all the time. The important question is what you do next.” “Gather evidence?” Maya asked.

[30] “Exactly.” Jordan raised his hand. “And then demand more cookies based on that evidence?” Mrs. Delgado considered this. “If you can support your argument.” Jordan immediately pulled the cafeteria chart toward him.

[31] The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully.

[32] “Research tastes delicious.” Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting.

[33] Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”

Passage 2: "The Fifth-Grade Cookie Commission" (Stamina: Very High)

[1] On Monday morning, Principal Bennett walked into Mrs. Delgado’s classroom carrying a clipboard. That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess.

[2] “I heard fifth grade helped solve Friday’s dessert problem,” she said. Jordan sat taller. “We saved the

cookies.” “You surveyed students,” Principal Bennett corrected. “And then we saved the cookies.” Principal Bennett smiled.

[3] “Well, Ms. Ruiz would like student input before she plans next month’s Friday treats. So I’m giving fifth grade a challenge.” She wrote three words on the board: COOKIE COMMISSION The room exploded. “We’re in charge of dessert?” “Can we choose doughnuts?” “Can Friday have two Fridays?” “Can we abolish raisins?” Principal Bennett held up one hand.

[4] “You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation.” Jordan whispered to Maya, “This is the greatest moment in American democracy.” “I don’t think that’s what democracy means.” “It does today.” By lunch, fifth grade had political parties. Eli founded Cookies for All. Their slogan was: One School.

[5] One Cookie. Every Friday. Maya pointed out that not everyone liked chocolate chip cookies. Eli looked genuinely confused.

[6] “Who?” Across the room, Sofia created the Cupcake Coalition. Their posters showed cupcakes wearing tiny crowns. “Cupcakes are clearly more festive,” Sofia argued. “They also cost more,” Maya said.

[7] “You can’t put a price on happiness.” “The cafeteria literally can.” Meanwhile, Trevor started the Banana Party. No one knew whether he actually preferred bananas or simply enjoyed saying, “Vote Banana.” By Tuesday, campaign posters covered half the classroom. Mrs. Delgado finally announced, “Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.” The Cookie Commission began with a survey.

[8] Students could choose among chocolate chip cookies, cupcakes, fruit cups, frozen treats, or a rotating dessert. The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote. Cupcakes received 25 percent.

[9] Frozen treats received 15 percent. Fruit cups received 10 percent. The rotating option received 6 percent. Jordan jumped onto his feet.

[10] “Cookies win!” “Sit down, Congressman Cookie,” Mrs. Delgado said. “But they got the most votes.” Maya examined the numbers. “They got the most votes, but more than half the students voted for something else.” Jordan slowly sat down.

[11] “That feels like unnecessary math.” The commission interviewed Ms. Ruiz next. She brought a chart showing the approximate cost of each choice. Chocolate chip cookies were affordable.

[12] Cupcakes cost more because they required extra ingredients and preparation. Frozen treats needed freezer space. Fruit cups were easy to serve and met the needs of some students who preferred a lighter option. Then the school nurse joined the meeting.

[13] “We also have students with food allergies and dietary restrictions,” she explained. “Whatever you recommend should include a choice they can safely enjoy.” Eli looked at his Cookies for All poster. He quietly crossed out the word ALL. “Okay,” he said.

[14] “That’s information we needed.” Then another problem appeared. Several students from different classes complained that no one had asked them why they chose an option. “Maybe the survey needs another question,” Maya suggested. So they conducted a second survey.

[15] This time students could explain their reasoning. The answers were much more useful. Some liked cookies because they were familiar. Some wanted variety.

[16] Some preferred fruit. Some had allergies. Others did not care about dessert at all and wanted five extra minutes of recess instead. Jordan stared at that response.

[17] “Who are these people?” “Citizens,” Maya said. By Wednesday, the simple question, What dessert should we serve?, had become surprisingly complicated. Sofia proposed cupcakes once a month. Trevor proposed alternating bananas and cookies.

[18] Eli suggested two choices every Friday. Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one. “So we survey before ordering,” Eli said. “That could work,” Maya replied.

[19] Jordan looked shocked. “Did the Cookie Party just compromise with the Research Party?” “There is no Research Party.” “There should be.” Then a new argument began. Should the class simply choose the most popular option? Jordan thought so.

[20] “Forty-four percent chose cookies. That’s more than anything else.” Sofia disagreed. “But fifty-six percent chose something other than cookies.” Trevor raised his banana-shaped campaign sign. “Democracy has spoken.” “Nobody knows what your party believes,” Maya told him.

[21] “Potassium.” Mrs. Delgado called the class together. “You seem to have reached the most important part of the assignment.” “Dessert?” Jordan asked. “Disagreement.” Everyone groaned.

[22] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.” The students reviewed everything they had collected.

[23] The first survey showed popularity. The second survey explained reasons. Ms. Ruiz provided cost information.

[24] The nurse explained health and allergy concerns. Students shared different viewpoints. Finally, Maya drew a chart. “What if we rotate the Friday treat,” she suggested, “but every Friday includes an alternative for students who can’t or don’t want to eat the main dessert?” Sofia leaned closer.

[25] “So cupcakes could still happen?” “Yes.” “Cookies?” “Yes.” Trevor raised his hand. “Bananas?” “Unfortunately, yes.” Trevor celebrated. Eli added another idea. “What if the cafeteria posts the next month’s choices ahead of time and students vote before Ms.

[26] Ruiz orders everything?” Ms. Ruiz, who had returned for the discussion, nodded. “That would give me better information.” Jordan studied the proposal. “So cookies wouldn’t win every week.” “No,” Maya said.

[27] “But they would still appear regularly?” “Yes.” “And nobody gets left out?” “That’s the goal.” Jordan sighed. “I accept democracy.” On Friday, the Cookie Commission presented its recommendation to Principal Bennett. Their proposal included: - a rotating Friday treat; - a safe alternative each week; - a monthly student preference survey; - estimated costs; - and a system for Ms. Ruiz to adjust quantities using previous choices.

[28] Principal Bennett listened carefully. When they finished, she asked, “Did you end up choosing the plan any one person originally wanted?” The students looked at one another. No one had. “Then how did you decide?” “We used the survey,” Maya said.

[29] “We checked the cost,” Sofia added. “We considered allergies,” Eli said. “We listened to people who disagreed with us,” another student said. Trevor held up his banana sign.

[30] “And we protected minority fruit rights.” Principal Bennett tried not to laugh. “So having a voice didn’t mean everyone got exactly what they wanted?” “No,” Maya said. “What did it mean?” The class became quiet. Jordan finally answered.

[31] “It meant everybody had a chance to be heard before we made the decision.” Maya added, “And we couldn’t just choose based on what we personally wanted. We needed information.” Principal Bennett nodded. “That sounds like a useful lesson.” The following month, the new system began. Week one featured chocolate chip cookies.

[32] Week two had fruit pops. Week three brought cupcakes. Week four offered oatmeal cookies, which created an entirely new controversy. Jordan stared at his oatmeal cookie.

[33] “I think the Commission needs an emergency session.” “No,” Maya said. “Perhaps a petition?” “No.” “A peaceful demonstration?” Maya took a bite of her own cookie. “First, you need evidence that there’s actually a problem.” Jordan considered this. Then he took another bite.

[34] “Fine.” A moment later he shrugged. “Actually, it’s pretty good.” Maya smiled. There it was again. A question.

[35] New information. A changed opinion. Maybe that was something fifth grade was going to get used to. Because having a voice mattered.

[36] Making choices mattered. But the class was beginning to understand something even more important: The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.

48. Student Annotation Guide

The Great Chocolate Chip Cookie Mystery

TRACKS	Evidence
T: Time	By 11:42 on Friday morning; during the 1930s
R: Reactions	Jordan looked suspicious; Eli looked disappointed
A: Actions	They compared several sources; Ms. Ruiz adjusted the dessert numbers
C: Character, Concept, Creature	Ruth Wakefield; Mrs. Delgado; source reliability
K: Key Knowledge	Only twenty-seven students selected fruit cups; the cafeteria prediction was inaccurate
S: Scenery / Setting	cafeteria serving window; lunch line

The Fifth-Grade Cookie Commission

TRACKS	Evidence
T: Time	On Monday morning; By Wednesday; the following month
R: Reactions	Eli looked at his poster; Jordan looked shocked
A: Actions	The commission began with a survey; they conducted a second survey
C: Character, Concept, Creature	Cookie Commission; Principal Bennett; compromise
K: Key Knowledge	Cookies received 44 percent; the second survey explained reasons
S: Scenery / Setting	Mrs. Delgado's classroom; cafeteria meeting

49. TRACKS Evidence Highlighting

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

TEACHER SCRIPT

"As you tap the TRACKS, mark only exact words from the passage. Then explain how one marked detail could serve more than one writing purpose."

50. Five-Day GRADUATE Lesson

The daily lesson keeps the complete decision chain visible. Every day closes with a student product or oral decision.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Purpose

Students retrieve and independently apply the complete Writer Decision Chain.

Standard	Student Expectation	ELPS
5.11(A)(i)	Plan a first draft by selecting a genre for a topic, purpose, and audience using a range of strategies.	4(F)(i), write with appropriate content for a specific purpose.
5.12(A)(i)	Compose literary texts using genre characteristics.	4(C)(i), use content-area vocabulary.

CLASS SLIDE

TOPIC · PURPOSE · AUDIENCE · GENRE · PLANNING STRATEGY. The passage gives you content. The writing direction gives you the job.

TEACHER SCRIPT

"Today we are learning what strong writers do before the first draft begins."

TEACHER SCRIPT

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

Gather: Share a true experience so school readers understand how new information changed you. Expected route: personal narrative. Then teach younger students why evidence and listening matter before making a decision. Expected route: informative. Finally, request permission from a school leader to gather student input for a recommendation. Expected route: correspondence.

Reveal: 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.

Teacher model using Cookie Mystery: Topic = a true experience. Purpose = narrate and reflect. Audience = classmates. Genre = personal narrative. Planning = freewrite to uncover the change in thinking, then TRAILS.

Teacher model using Cookie Commission: Topic = checking a claim. Purpose = explain. Audience = younger student. Genre = informative. Planning = map the main idea, source check, evidence, and conclusion.

Closing: Partner completion: "The response genre comes from the writing job because ____."

DAY 2 | ATTEMPT | 15 MINUTES

Purpose

Students attempt the module decision through the collaborative game Genre Court. Every placement must be defended with a writing-job reason.

Standard	Student Expectation	ELPS
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5.11(A)(i)	Independently select a genre and planning strategy for a topic, purpose, and audience.	4(C)(i), use high-frequency and content-area vocabulary.
5.11(A)(i)	State a proposed genre and strategy, then defend the choice.	4(F)(i)-(viii), use content, style, register, and conventions for purpose and audience.

Group Roles: Reader reads the whole writing situation. Decision Maker states the proposed genre and strategy. Evidence Speaker proves the choice using topic, purpose, and audience. Checker compares the decision with the Response Ecosystem and invites a respectful challenge.

Task Card	Writing Situation	Best Route and Reason
1	A school anthology needs a true story showing how new information changed one student decision.	Personal narrative. The purpose is to narrate a true experience for readers; TRAILS develops the moment.
2	A family newsletter needs a clear explanation of how students can check information before sharing it.	Informative. The purpose is to explain to families using organized details.
3	A student council needs a position about how student preferences should influence a school event.	Argumentative. The purpose is to justify a claim with reasons and evidence.
4	A principal needs a student letter requesting permission to gather information.	Correspondence. The purpose is a direct request to a formal audience.
5	A class display needs a poem expressing curiosity, evidence, and changed thinking.	Poetry. The purpose is expressive and artistic.
6	A class inquiry project needs findings about the history and accuracy of the popular cookie origin story.	Research / Inquiry. The job requires investigation, source gathering, synthesis, and presentation.

Closing: Students record one decision they changed: "I changed my route from ____ to ____ because ____."

TEACHER SCRIPT

"An attempt is allowed to change. State your first decision, listen to the group, and revise the decision when a stronger reason appears."

TEACHER SCRIPT

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

DAY 3 | DISCUSS AND USE | 15 MINUTES

Purpose

Students resolve misconceptions, plan and draft a personal narrative independently, revise sentence structure, and edit Grade 5 conventions.

Standard	Student Expectation	ELPS
5.12(A)(i)-(ii)	Compose literary texts using genre characteristics and craft.	4(D)(i)-(iii), use varied sentence lengths, types, and transitions.
5.11(C)(i)	Revise drafts to improve sentence structure.	4(E)(ii), use grammatical structures.
5.11(D)(i), (vii), (xxix)		4(B)(ii), 4(C)(i), 4(D)(ii).

Edit agreement, collective nouns, and high-frequency spelling.
--

TEACHER SCRIPT

"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."

TEACHER SCRIPT

"The passage is ____, but the response should be ____ because the writing purpose is ____ for ____."

CLASS SLIDE

Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what you believed or decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.

PREPARE Header	Student Entry
Topic	_____
Purpose	_____
Audience	_____
Genre	Personal Narrative
Planning Strategy	Brainstorm / Freewrite / Map
Justification	This route fits because _____.

TRAILS conferring cues: State the writing job in one sentence. Point to the important moment. Explain why the planning strategy fits. Name one detail the audience needs and one detail it does not need. Show where the ending reveals the lasting effect.

Revision model: 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. Revision changed the structure to show the relationship among the actions. Editing now checks agreement, collective nouns, and spelling.

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

DAY 4 | AWARD AND TARGET | 15 MINUTES

Purpose

Students identify evidence that preparation improved their writing and select a precise target for the next writing decision.

Standard	Student Expectation	ELPS
5.11(C)(i)	Revise drafts to improve sentence structure.	4(E)(ii), use grammatical structures.
5.11(D)(i), (vii), (xxix)	Edit agreement, collective nouns, and high-frequency spelling.	4(D)(ii), write varied sentence types.

PREPARE Award	Evidence Required
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Genre Match Award	I selected a genre that clearly fits the purpose and audience.
Audience Lens Award	I chose details, style, or register with my audience in mind.
Planning Route Award	I selected a strategy that helped organize my thinking.
TRAILS Builder Award	I developed a narrative experience rather than listing events.
Sentence Architect Award	I revised sentence structure to make meaning clearer.
Convention Checker Award	I edited agreement, collective nouns, and high-frequency spelling.

TEACHER SCRIPT

"An award in GRADUATE is evidence of growth you can locate in your own work. Do not say only, 'My writing is good.' Name the decision, point to the evidence, and explain the benefit."

Target stems: My next writing goal is to ____ because _____. A decision I still need to practice is _____. A curiosity I want to explore is _____. I will know I improved when _____.

Closing: "I heard evidence of your growth when you said _____. Your target is specific because _____."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Purpose

Students use their own plan and writing to teach another learner how a writer moves from a writing situation to a justified genre and effective draft.

Standard	Student Expectation	ELPS
5.12(A)(i)-(ii)	Compose literary texts using genre characteristics and craft.	4(F)(i)-(viii), communicate with content, style, register, and conventions appropriate to purpose and audience.

Author-Educator Card	Student Response
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 _____.	

Listeners restate the writer's purpose and audience, name one choice that clearly fits the genre, ask for one clarification, and give evidence-based feedback. Fresh recall: close notebooks and reconstruct Topic, Purpose, Audience, Genre, Strategy from memory.

TEACHER SCRIPT

"Teaching another person is the final retrieval test. Use your work as evidence, but do not simply read the page."

Closing: "Preparation makes my writing stronger because _____."

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
What is working	The response identifies preferences, surveys, and a later plan.
Next move	Add evidence and explain how it shaped the recommendation.

Student Response: "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.

52. Medium / Approaching Exemplar

Field	Detail
What is working	The response uses accurate evidence and a clear sequence.
Next move	Connect the evidence to the audience's need for a reasonable plan.

Student Response: "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.

53. High / Secure Exemplar

Evidence Group	Source-Supported Detail
Popularity	Cookies received 44 percent, but more than half chose something else.
Needs	Cost, preparation, allergies, dietary needs, and viewpoints changed the recommendation.

Student Response: "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.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Look For	Evidence of Independence
Decision	Topic, purpose, audience, genre, strategy, and justification are visible.
Transfer	The student explains what a second audience and purpose would require.

An adequate final understanding includes a justified personal-narrative selection for classmates, a complete TRAILS plan, a developed experience with an important moment and lasting effect, a structural revision, accurate editing, and an oral explanation grounded in purpose and audience. Accept varied wording when the reasoning is defensible and source-supported.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
A1	Day 1 retrieval	TEACH	Student can say Topic, Purpose, Audience, Genre, Strategy.
A2	Day 2 Genre Court	LEARN	Student defends a route with a writing-job reason.
A3	Day 3 PREPARE header	ASSESS	Student selects genre and strategy independently.
A4	Day 3 TRAILS plan	ASSESS	Student develops important moment and lasting effect.
A5	Day 3 revision	ASSESS	Student improves sentence structure.
A6	Day 3 editing	ASSESS	Student checks agreement, collective nouns, and spelling.
A7	Day 4 target	ASSESS	Student names a precise next action.
A8	Day 5 teach-back	ASSESS	Student explains and transfers the chain.

56. Assessment Opportunities

Informal Assessment: During the Day 3 Discuss and Use Again work, circulate with a class list and ask each student one quick question about the week's strategy. Mark who answers with evidence and who needs a small-group reteach.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Assessment Moment	Evidence
Day 3	PREPARE header, TRAILS plan, draft, revision, and edit.
Day 5	Author-Educator Card and transfer explanation.

Formal Assessment: Determine whether students independently select and justify a response genre, plan with an appropriate strategy, develop a personal narrative with TRAILS, revise sentence structure, edit required conventions, and explain transfer.

Administrator: Classroom teacher during Day 3 independent use and Day 5 explanation.

Task: Complete the PREPARE header, plan and draft the assigned personal narrative, revise two sentences, edit one complete simple sentence and required conventions, then explain the decision chain.

Expected Response: A justified personal narrative for classmates, a complete TRAILS plan, an important moment and lasting effect, a structural revision, accurate editing, and an oral explanation grounded in purpose and audience.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

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?

58. Exit Ticket Answer Key

Item	Expected Answer	Thinking
1	Topic, purpose, audience, personal narrative, and a justified strategy.	Complete Genre Compass.
2	A reason that names the writing job and reader.	Purpose and audience justify the route.
3	A discovery, decision, or event that changed the experience and what the writer carries away.	TRAILS I and L.
4	A sentence structure change that clarifies a relationship among ideas or actions.	Revision is separate from editing.
5	Same content, changed purpose, audience, organization, style, register, and conventions.	Transfer shows independence.

59. Scoring Principle

Scoring Focus	Secure Evidence
Genre decision	Route is justified by purpose and audience.
Writing process	Planning, drafting, revision, editing, and transfer are visible.

Score the independent decision chain, the quality of the personal narrative, the structural revision, the convention check, and the transfer explanation. A correct genre label without a topic-purpose-audience reason is not enough. A small spelling slip should not remove genre-decision points when meaning remains clear.

60. Gradebook Conversion

Evidence Pattern	Interpretation	Next Instructional Step
Complete chain, draft, revision, edit, and transfer	Secure	Move into the next writing route.
Route is correct but reason or strategy is thin	Developing	Rehearse purpose, audience, and strategy.
Genre is chosen from the passage rather than the job	Beginning	Rebuild the Genre Compass with a fresh task.

61. Recommended Gradebook Label

Label	Meaning
G5 PREP M4	Independent Genre Decision and Transfer

G5 PREP M4

Independent Genre Decision and Transfer

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Non-Negotiable	Student Evidence
Genre and strategy	Personal narrative is justified for the school audience.
Transfer	The student names what would change in a second genre.

Field	Detail
Prompt	Choose a meaningful personal experience in which evidence, new information, or another person's viewpoint changed what you believed or decided to do. Write a personal narrative for a school audience, explain why narrative is the best formal genre for this assigned job, plan with an effective strategy, revise sentence structure, and edit the final draft for the Grade 5 PREPARE conventions.
Required header	Topic, Purpose, Audience, Genre, Planning Strategy, and one-sentence justification.
Formal planning tool	TRAILS: Topic or Experience, Relationships, Actions Thoughts and Dialogue, Important Moment, Lesson or Lasting Effect, Setting.
Revision	Revise two sentences to improve sentence structure and state the reader benefit.
Editing	Check complete simple sentences with subject-verb agreement, collective nouns, and high-frequency spelling.
Transfer	Explain how the same content could become a second genre.

63. Student Planning Frame

Topic: _____

Purpose: _____

Audience: _____

Genre: Personal Narrative

Planning Strategy: Brainstorm / Freewrite / Map

Justification: This route fits because _____.

T: Topic or Experience: _____

R: Relationships: _____

A: Actions, Thoughts, and Dialogue: _____

I: Important Moment: _____

L: Lesson or Lasting Effect: _____

S: Setting: _____

Transfer note: I would keep _____ and change _____ for a _____.

64. Writing Assignment Rubric

Criterion	Secure	Developing	Beginning
Genre Decision	Names topic, purpose, audience, route, strategy, and a defensible justification.	Names some job elements and gives a partial reason.	Names a route without the job.
Narrative Development	Develops relationships, actions, thoughts, dialogue, important moment, lasting effect, and setting.	Develops some TRAILS elements.	Lists events.
Revision	Improves sentence structure for meaning and identifies reader benefit.	Changes structure without explaining the benefit.	Makes only an editing change.
Editing	Checks agreement, collective nouns, and high-frequency spelling accurately.	Corrects some required conventions.	Does not check required errors.
Transfer	Explains what the second audience and purpose require the writer to keep and change.	Names a second genre with limited explanation.	Does not explain transfer.

65. Writing Gradebook Conversion

Pattern	Instructional Response
Secure chain	Extend to three routes from one source idea.
Missing reason	Rehearse purpose and audience before route selection.

Use the rubric evidence to record a secure, developing, or beginning pattern. Re-teach only the decision that remains unclear. A route may be correct while the strategy, narrative development, revision, editing, or transfer needs further practice.

66. Teacher Feedback Shortcuts

- **Genre:** Name the purpose and audience before naming the route.
- **Strategy:** Explain how the tool organizes the needed thinking.
- **TRAILS:** Show the important moment and lasting effect.
- **Revision:** Change structure, then state the reader benefit.
- **Editing:** Check one convention in context.
- **Transfer:** Name what the new audience needs.

Response to Student Need**67. Intervention: Name the Thinking**

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.

TEACHER SCRIPT

"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."

68. Embedded Checks & Student Support

Lesson Moment	Teacher Check	Expected Response	Immediate Response
Before route selection	Name topic, purpose, and audience.	All three job elements.	Point to the compass and restart at topic.
After route selection	Explain why it fits.	Purpose-audience justification.	Present a different route from the same source.
During planning	Why does this strategy fit?	Strategy-to-thinking relationship.	Compare brainstorm, freewrite, and map.
During drafting	Show the important moment and lasting effect.	Developed I and L.	Rehearse the change and its meaning orally.
During revision	What relationship does the new structure show?	Reader benefit from structural change.	Require a structural change, not spelling only.
During editing	Which convention are you checking?	Agreement, collective nouns, or spelling.	Check one convention at a time in context.

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses narrative because the passage is fiction.	Use a Cookie Commission informative task and rebuild the Genre Compass.
Names a genre without a reason.	Use "The purpose is _____. The audience is _____. The route is _____ because _____."
Lists events.	Return to the important moment and lasting effect in TRAILS.
Edits before revising.	Require one sentence-structure change before checking conventions.
Masters quickly.	Move to three-route enrichment.

70. Enrichment: Connect Across Texts

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

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.

TEACHER SCRIPT

"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."

71. Additional Writing Opportunity: Plan and Draft

Choose one detail from either cookie passage. Create a new writing job with a purpose and audience, then produce the response using only details supported by the passages. Record Topic, Purpose, Audience, Genre, Planning Strategy, and a one-sentence justification. Use TRAILS if the selected route is narrative. Revise one sentence structure, name the reader benefit, and check agreement, collective nouns, and spelling.

72. Additional Writing Opportunity: Revise, Edit, and Share

Partners infer the purpose and audience from the response before looking at the PREPARE header. Authors use any mismatch as evidence about where the response needs clearer content, style, or register. Peer feedback names evidence, not a general compliment.

Engagement & Home Connection

73. Auditory Engagement Moments

Listen to a complete writing situation with pencils down. Extract topic, purpose, and audience orally. Act by making an independent decision and teaching it to a partner. Retrieve the complete preparation chain from memory.

TEACHER SCRIPT

"Your ears have a job. Listen to the whole writing situation before you decide."

Writing situation: teach younger students how checking evidence helps people make stronger decisions. Expected route: informative, with a map or brainstorm. Writing situation: share a true experience in which new information changed what you believed or decided. Expected route: personal narrative, with freewriting or a TRAILS map. Writing situation: ask a school leader for permission to conduct a student preference survey. Expected route: correspondence, with a brainstorm of request and details. Writing situation: defend a school decision about Friday treats. Expected route: argumentative or opinion depending on the task.

74. Pause Points

PAUSE POINT: BEFORE CHOOSING A GENRE

Name topic, purpose, and audience before the route.

PAUSE POINT: SOURCE VERSUS RESPONSE

The source is fiction. The response genre comes from the writing job.

PAUSE POINT: BEFORE PLANNING

Which strategy organizes the thinking this task requires? If the route is personal narrative, where are I and L in TRAILS?

PAUSE POINT: BEFORE DRAFTING

What does this audience need, and which detail does it not need?

PAUSE POINT: REVISE BEFORE EDITING

First improve sentence structure for meaning. Then check agreement, collective nouns, and spelling.

PAUSE POINT: BEFORE TEACHING

Can the listener reconstruct Topic to Purpose to Audience to Genre to Strategy?

75. At-Home Connection

Tell your student about a time you changed your mind after learning something new. Ask for the topic, purpose, and audience if the student were going to write about it. Then decide which genre would fit best and why. Ask: "If you had to turn the same idea into a letter, an informative piece, or an opinion, what would you keep and what would you change?"

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"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.			
Separate the source genre from the response genre.			
Select and justify a response route.			
Choose brainstorming, freewriting, or mapping for a reason.			
Develop a personal narrative with TRAILS.			
Revise sentence structure before editing conventions.			
Teach my complete decision chain with evidence.			

Evidence I can point to: _____

My next specific action: _____

77. Student Award

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

78. Student Target

My next writing goal is to _____ because

_____ .

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you worked as an independent writer: you analyzed a new task, chose and justified a genre and strategy, drafted a personal narrative with TRAILS, revised structure, edited conventions, and explained how the same content could become a second genre."

TEACHER SCRIPT

"The complete cookie passages gave us evidence and viewpoints. Each writing direction told us the job, and you decided the route without waiting for a formula."

TEACHER SCRIPT

"Close your notes and teach the full chain one final time: Topic, Purpose, Audience, Genre, Strategy. Then name one idea you could transfer into a different genre and what would change."

80. Essential / Overarching Question, Answered

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

An independent writer names the topic, purpose, and audience; selects and justifies a response genre; chooses a planning strategy; drafts; revises sentence structure; edits conventions; and explains how the same content would transfer into another response form. The writer understands that the passage supplies content while the writing direction supplies the job.

81. Teacher Reflection

Which students independently choose and justify a genre using topic, purpose, and audience? Which students still wait for the teacher to name the route? Which students can explain how the same content would transfer into a second genre? Which artifacts show that revision changed structure before editing? What evidence shows readiness to move from PREPARE into the genre clusters?

82. Teacher Artifacts of Effectiveness

- Day 1 independent decision-chain retrieval.
- Day 2 Genre Court decisions, answer-key reasoning, and changed-verdict explanations.
- Day 3 PREPARE header, TRAILS plan, draft, structural revision, and edit.
- Day 4 evidence-based award and precise target.
- Day 5 Author-Educator Card, transfer idea, listener restatement, and fresh recall.
- Student progress tracker and intervention or enrichment rechecks.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Build the deck in lesson order. Each slide keeps the complete decision chain visible.

Slide	Title	Required Content	Lesson Location
1	Independent Genre Decision and Transfer	Grade 5 PREPARE, Module 4, Very High stamina.	Cover
2	The Complete Decision Chain	Topic to Purpose to Audience to Genre to Planning Strategy.	Day 1
3	Passage Genre Is Not Response Genre	Both cookie passages are fiction; the writing job decides the response.	Day 1
4	Genre Court	Read the whole task, name the job, defend the route.	Day 2
5	Personal Narrative Decision	True experience, school audience, TRAILS.	Day 3
6	Revision and Editing	Revise sentence structure before checking conventions.	Day 3
7	Evidence of Growth	Award evidence and precise target.	Day 4
8	Teach the Chain	Author-Educator Card and transfer.	Day 5

84. Virtual / Online Adaptation

Post the six Genre Court case cards on a shared slide with genre and strategy zones. Students submit T/P/A/G/S for Topic, Purpose, Audience, Genre, and Strategy in chat, then defend one verdict orally in breakout pairs. Display both complete cookie passages in view-only form and provide digital copies for TRACKS highlighting and Annotation Guides. For independent work, use a five-field PREPARE header and TRAILS table. Students annotate the sentences they revised, the conventions they edited, and one idea they could transfer into a second genre. Run the Genre Expert Fair as short breakout rotations. Keep the same independent-decision and transfer expectations.

Closing Script and Student Transfer

CLOSING SCRIPT

"I can name the topic, purpose, audience, genre, and planning strategy. I can explain why my route fits the job, develop my response, revise, edit, and transfer the same content into another genre."

Have students close notebooks, reconstruct the chain, and name one change they would make for a new audience.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write directly on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	