

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 6

*Extended Constructed Response - Argumentative
(CREATURES)*

TEACHER LESSON PLAN GUIDE

Grade 3 • Cluster 6

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Statement of Purpose

Cluster 6 moves students into argument writing. Students learn to write a clear claim for an argumentative prompt, support it with reasons and evidence, and complete a full argumentative paper with the CREATURES framework.

Across four modules students write claims, magnify claims into supporting reasons, complete the argumentative paper with CREATURES, and apply the whole framework to a persuasive letter. Stamina grows from Low to Very High.

Abstract

Module 1, Writing Claims for Argumentative Prompts, teaches students to declare a clear claim.

Module 2, Supporting Claims with Reasons Through the Magnifying Process, builds the body of the argument.

Module 3, Completing the Argumentative Paper with CREATURES, finishes the draft, and Module 4, Argumentative Correspondence - Writing a Persuasive Letter, applies the argument to a real letter. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 6. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
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TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

MODULE

1

Writing Claims for Argumentative Prompts

Week 1 • Low Stamina • approximately 150 words

Module 1: Writing Claims for Argumentative Prompts

Week 1 - Low Stamina - approximately 150 words

If You Have to Decide, You Must Declare the WHY!

Teacher Script

"A strong claim does more than state a position. When students learn to pair a decision with 'because' and supporting reasons, their writing sounds like a real argument before the reader even reaches the evidence."

Why This Module Matters

Students learn that an argumentative claim moves from a clear decision to a 'because' clause and then to reasons that support the position. They practice the HABIT of declaring the WHY so they can prepare the reader before writing evidence, explanation, and significance.

Module Essential Question

How can a writer build a strong claim that moves from a decision to reasons that support an argument?

Module 1 — Family Communication

Purpose

Students are learning that if you have to decide, you must declare the WHY. A claim is a decision + “because” + reasons. This is the first step toward the cluster’s Extended Constructed Response (ECR).

How to Send It

Read this page together and invite your child to practice saying a claim aloud. This oral practice supports clear writing for the state writing assessment.

This Week's Learning

Students are learning to read an argumentative prompt, decide a side, and write a claim that states the decision + “because” + reasons. This is the start of building their ECR.

Table: The Claim Formula

Part	What it does	Student-Friendly Explanation
Decision	Choose a side / your position	Say what you decide.
Because	The linking word that declares the WHY	Tell that your decision has reasons.
Reasons	Two or more reasons that support the decision	Explain why your decision makes sense.

Dinner Table Conversation Starters

- When you must decide a side, how do you know what position you will take?
- Why is it important to declare the WHY after stating a decision?
- What two reasons could support a decision about telling the truth or helping someone?

Family Activity: Oral Rehearsal

The Challenge: Practice stating a claim aloud using this formula: decision + because + reasons.

1. “Crash” — Amina decides whether to tell the truth about breaking the jar.
2. “The Good Citizen” — Maya decides whether to return to the shelter to feed Rusty.

Family Letter

Dear Families,

This week your child is beginning our argumentative writing unit. The big focus of this module is learning to write a claim — taking a side on a question and giving reasons for it. Our HABIT this cluster is: "If you have to decide, you must declare the WHY." A claim is a decision plus the word "because" plus reasons.

We are practicing with two stories: "Crash," about a girl named Amina who must decide whether to tell the truth after she breaks a jar, and "The Good Citizen," about a girl named Maya who must decide whether to go back to the animal shelter to care for a dog. For each one, your child learns to choose a side and then declare the WHY. For example: "Amina should have told the truth because honesty builds trust and shows responsibility."

Your child is learning that a strong argument does not stop at picking a side — it must give clear reasons and support them with evidence from the text.

Please try this at home: Ask your child a "you must choose" question ("Should kids help clean up after dinner?"). Have them pick a side and finish this sentence: "___ because ___." Celebrating their reasons is a wonderful way to help them become confident argument writers!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza nuestra unidad de escritura argumentativa. El enfoque principal de este módulo es aprender a escribir una afirmación (claim): tomar una posición sobre una pregunta y dar razones para ella. Nuestro HÁBITO en este grupo de lecciones es: "Si tienes que decidir, debes declarar el PORQUÉ." Una afirmación es una decisión más la palabra "porque" más razones.

Practicaremos con dos cuentos: "Crash", sobre una niña llamada Amina que debe decidir si dice la verdad después de romper un frasco, y "The Good Citizen", sobre una niña llamada Maya que debe decidir si regresa al refugio de animales para cuidar a un perro. Para cada uno, su hijo o hija aprende a elegir una posición y luego declarar el PORQUÉ. Por ejemplo: "Amina debió decir la verdad porque la honestidad genera confianza y demuestra responsabilidad."

Su hijo o hija está aprendiendo que un buen argumento no termina al elegir una posición: debe dar razones claras y apoyarlas con evidencia del texto.

Por favor, intente esto en casa: Hágale a su hijo o hija una pregunta de "debes elegir" ("¿Deberían los niños ayudar a limpiar después de la cena?"). Pídale que elija una posición y complete esta oración: "___ porque ___." ¡Celebrar sus razones es una manera maravillosa de ayudarlo a convertirse en un escritor de argumentos seguro!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 1 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is a claim, and how is it different from just an opinion?
- What does it mean to "declare the WHY" when you make a claim?
- How would you decide whether Amina should have told the truth about breaking the jar — and why?
- What two reasons could you give to support your decision about Maya returning to the shelter?

Simple Family Activities

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

Family Activity - Decide and Declare

Ask your child a "you must choose" question from everyday life (for example: "Should kids have to help clean up after dinner?"). Your child must pick a side and then declare the WHY by finishing this sentence: "___ because ___." Remind them: a claim is a decision plus "because" plus reasons.

Family Activity - Build the Claim

Pick one of this week's stories — "Crash" (Amina and the broken jar) or "The Good Citizen" (Maya and Rusty at the shelter). Ask your child to make a claim about what the character should have done, using a decision plus "because" plus at least two reasons. For example: "Amina should have told the truth because honesty builds trust and shows responsibility."

Module 1 — Lesson Overview and Standards

Lesson Overview

Before students can successfully write an Extended Constructed Response (ECR), they must first master the art of the argumentative claim. Module 1 teaches students to read an argumentative prompt, decide a position, and write a claim that declares the WHY. The signature HABIT for this cluster is: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons.

Using the passages "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility), students learn to take a side on a decision prompt and support it with reasons and evidence. These foundational claim-writing skills prepare students for the full argumentative ECR they build across the cluster.

BIG Goal: Students will write an argumentative claim that states a clear decision and declares the WHY with "because" and supporting reasons.

Writing Genre TEKS

The Student Expectation column below is the exact, full wording of each TEKS breakout — quoted verbatim from the Texas Essential Knowledge and Skills, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12C(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-5: students take a side and write an argumentative claim.
12C(ii)	compose argumentative texts, including opinion essays, using craft	Days 3-4: students refine and strengthen their claims.
12D(i)	compose correspondence	Day 5: students begin applying argument to a written audience (built fully in later modules).

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Days 1-2: students plan a claim that opens an argument.
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 5: students reflect and close their thinking.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students add reasons and evidence to support the claim.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "Crash" connects to Social Studies and "The Good Citizen" connects to Social Studies through the theme of responsibility and good

citizenship.

Module 1 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS 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.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 1 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to use argumentative claims to build stamina for 150-word responses.

Level	Language Objective
Pre-Production	Point to the claim, reasons, and evidence using gestures and icons.
Beginning	Sort color-coded cards and point to the claim or reason label before speaking.
Intermediate	Say aloud the claim using the frame: "Amina should ___ because ___."
High Intermediate	Explain the importance of honesty using the frame: "___ was important because ___."
Advanced	Use oral rehearsal to refine a claim before writing a complete response.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice their ideas using these frames:
- "Amina should [confess/come clean] because [she believes honesty shows responsibility/she wants to make things right]."
- "Maya should [return/go back] because [Rusty depended on her/it was her responsibility]."
- "My claim is ___ because ___ and ___."
- Sentence Stems for Support: Post these stems so students can borrow the language while they build the idea: "I decided ___," "One reason is ___," "The passage shows ___."
- Partner Rehearsal: Have students say their claim aloud to a partner before writing, so the decision and reasons are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write a claim (decision + "because" + reasons) for argumentative prompts. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear the target thinking modeled aloud and restate it before writing.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the passage and the prompt closely, marking the words that carry the meaning.
Writing	Students build an introduction that narrows to a thesis (central idea) in writing, moving from a spoken idea to a written response.

Module 1 — Learning Destination

Module Learning Objective

Students will build a claim that starts with a decision and moves to reasons (because) to prepare for the extended constructed response (ECR).

I Will Statements

- I will build a claim that starts with a decision and moves to reasons (because).
- I will identify whether a claim is a decision or reasons.
- I will use If you have to decide, you must declare the WHY to organize my thoughts.
- I will write a claim that answers my prompt.

I Can Statements

- I can tell whether a claim is a decision or reasons.
- I can use If you have to decide, you must declare the WHY to build a claim.
- I can write a claim that answers my prompt.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- I can distinguish between a decision and reasons.
- I can use the If you have to decide, you must declare the WHY HABIT to transition from a decision to reasons.
- My claim directly answers the prompt provided.
- My claim moves logically from the decision to the reasons of the text.

Evidence That Will Demonstrate Mastery

- A completed claim draft that moves from a decision to reasons.
- The ability to categorize sentences as "decision" or "reasons" during oral rehearsal.
- The Day 5 exit ticket, in which the student writes a claim that answers a prompt based on the Cluster 6 passages.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student which claim belongs in the Argument or which reason is the strongest support. The student must still determine if a claim is a decision plus a "because" clause and must still compose a connected argument.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the claim (a decision plus "because" plus reasons) in the Argument.	Supported. The teacher may read the passage aloud twice.	The student correctly categorizes sentences as claim, reason, or evidence.
Inferential	Analyze how a reason from the passage supports the claim.	Guided on Days 1 and 2, independent by Day 5.	The student explains how evidence from "Crash" leads into the claim.
Evaluative	Judge whether an argument moves logically from a claim to reasons to evidence.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence belongs in the claim position or the evidence position.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	A teacher may focus on sentence structure when the real breakdown is understanding the argument's purpose.	Before focusing on composition, ask the student to identify the claim versus the supporting reasons.
A claim is just a "summary."	A teacher may allow any retelling of the passage to serve as the opening.	Ask, "Does this sentence declare a decision with a 'because' clause, or is it just a plot summary?"
Writing a claim is a routine task.	Because students can identify topics quickly, it may be treated as a simple matching game.	Protect the depth of the analysis. Every later module depends on students understanding this logical flow.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The claim and the reasons are the same thing.	The student writes one sentence that tries to do both jobs at once.	Use a funnel visual: Ask, "Is this sentence the wide top (claim) or the narrow bottom (reason)?"
Any sentence about the passage works as evidence.	The student picks a random detail from "Crash" to support their argument.	Ask, "Does this sentence prove the claim, or is it a specific detail that does not connect?"
A connected argument is just a list of facts.	The student writes several disconnected sentences about the passage.	Use the HABIT of checking connections: "How does sentence A lead the reader to sentence B?"

Module 1 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

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 proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can state the claim.	Claim and Decision
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 1: Writing Claims for Argumentative Prompts

Focus: Low stamina, ~150-word responses.

Level	Student Thinking	HABIT / Task
Recall	Define claim, reasons, evidence, and explanation.	Identify: Locate the claim, the reasons, the evidence, and the explanation within the text.
Skill	Sort claim cards and identify argumentative parts.	Categorize: Sort provided claim cards into the correct argumentative components.
Strategic	Match a claim to its supporting reasons and evidence.	Connect: Match a claim statement to its corresponding reasons and evidence.
Extended	Explain how the claim answers the prompt and revise a claim.	Analyze & Revise: Explain how the claim answers the prompt and revise a claim to improve the argumentative flow.

Teacher Script

"Class, as we work on our Module 1 writing, we are focusing on our Writing Claims for Argumentative Prompts. To write a great claim, we need to move through different levels of thinking. We start with Recall, where we simply find the claim and the reasons. Then, we move to Skill, where we can sort our ideas. As we get stronger, we reach the Strategic level, where we connect our claim to its supporting reasons. Finally, we reach the Extended level, where you become an editor! You will explain how a claim answers the prompt and even revise a claim to make it even better. This is how we build our writing stamina!"

Oral-Rehearsal Frame: The Argumentative Connection

Teacher Script

"Let's rehearse the argumentative connection out loud before we write. First, the sentence frames: The claim states that _____. The reasons explain _____. The evidence from the passage proves _____. The explanation shows _____. And remember our HABIT — if you have to decide, you must declare the WHY."

Teacher Script

"Now let's model with Amina. Her claim is: 'I should confess because I broke the jar and honesty shows responsibility.' The evidence is: 'I bumped the table and knocked it over. I didn't mean to.' The explanation is: 'Being honest shows responsibility.' And the passage proves: 'Being a good citizen means telling the truth, even when it feels hard.' Amina felt proud — she had made a mistake, but her honesty helped make things right."

 Teacher Script

"Let's connect it to our writing. A claim is a decision plus 'because' plus reasons. The claim answers the prompt by showing Amina made the right decision, the reasons connect the claim to the evidence from the passage, and the explanation shows why the claim matters to the reader. On the state writing assessment, you will be asked to make a claim, give reasons, cite evidence, and explain why it matters."

Module 1 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
decide	To make up your mind about what to do.	"I need to ____ what I think is right."
choose	To pick one person, thing, or action.	"I can ____ the best reason for my claim."
right	Good, fair, or correct.	"I think telling the truth is the ____ thing to do."
wrong	Not good, fair, or correct.	"I know it would be ____ to blame someone else."
reason	Why you think or do something.	"My ____ for making this claim is ____."
mistake	Something done incorrectly by accident.	"Amina made a ____ when the jar broke."
fix	To make something right or repair it.	"I can help ____ the problem by telling the truth."
help	To make something easier or better for someone.	"My evidence can ____ explain my claim."
side	One of the positions you can take in an argument.	"I will pick a ____ and explain why I chose it."
truth	What is real or honest; not a lie.	"Amina decided to tell the ____ about the jar."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	What you believe or think.	"My ____ is that Amina was responsible."
argument	Ideas and reasons that support a claim.	"My ____ shows why honesty mattered."
reasoning	Thinking that connects evidence to a claim.	"My ____ links the evidence to my claim."
evidence	Details from a text that support an idea.	"My ____ shows Amina was honest."
explanation	Words that tell how or why.	"My ____ tells why the choice was right."
theme	The lesson a story teaches.	"The ____ is that honesty matters."
position	The side you take.	"My ____ is that Maya acted responsibly."
support	To back up a claim with reasons.	"I ____ my claim with proof."
responsibility	Owning what you should do.	"Amina showed ____ by telling the truth."
citizenship	Being a helpful member of a community.	"Good ____ means telling the truth."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
honesty	ON-uh-stee	Telling the truth and being truthful.	"Amina showed _____ when she told Mrs. Ramirez what happened."
volunteer	vol-un-TEER	To offer to help without being asked or paid.	"Maya chose to _____ at the dog shelter."
shelter	SHEL-ter	A safe place that protects people or animals.	"Maya cared for the dogs at the _____."
responsibility	ri-spon-suh-BIL-uh-tee	Taking care of what you are supposed to do.	"Maya showed _____ when she went back for Rusty."
accident	AK-suh-dent	Something that happens by chance and was not meant to happen.	"The broken jar was an _____, not something Amina planned."
depend	dih-PEND	To need or rely on someone or something.	"Rusty had to _____ on Maya for food and care."
rushed	RUHSHT	Did something too quickly.	"Maya _____ through her chores and forgot the food bowl."
trust	TRUHST	To believe that someone is honest and reliable.	"Telling the truth helped Amina earn her teacher's _____."
admit	uhd-MIT	To say that you did something, especially a mistake.	"Amina chose to _____ that she broke the jar."
citizen	SIT-uh-zun	A member of a community who has rights and responsibilities.	"A good _____ takes care of others and tells the truth."

Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 1 — Background Knowledge and Teacher Context

Amina made a mistake when her elbow bumped the table and knocked the glass jar of a young plant to the floor. She had to decide whether to stay quiet or tell Mrs. Ramirez what happened. She chose to raise her hand and say, "I bumped the table and knocked it over. I didn't mean to." Her honesty helped make things right and showed responsibility.

Mrs. Ramirez asked the class, "Does anyone know what happened?" and waited calmly while Amina took a deep breath and raised her hand. The teacher then told the class, "Being a good citizen means telling the truth, even when it feels hard." Amina felt proud because she had made a mistake, but her honesty helped make things right.

In "The Good Citizen," Maya volunteers at a dog shelter and must decide whether to return after she realizes she forgot to fill Rusty's food bowl. She chooses to go back, learning that being a good citizen means doing your job carefully, especially when others depend on you. Both passages give students a clear decision to argue about — the foundation of an argumentative claim.

More Background for the Teacher

In Module 1, students take the first step toward the cluster's Extended Constructed Response (ECR): writing an argumentative claim. A claim is a decision plus "because" plus reasons. The signature HABIT for this cluster is: "If you have to decide, you must declare the WHY."

Students read an argumentative prompt (one that asks them to decide — using words like should, whether, or if), take a side, and support that decision with reasons and evidence from the passage. For Amina, the decision is whether she should have told the truth; for Maya, whether she should have returned to the shelter. These clear decisions make the two passages ideal for practicing claims before students build full arguments in the modules that follow.

Module 1 — Materials and Module at a Glance

Materials List

- Copies of "Crash"
- Copies of "The Good Citizen"
- Interactive notebooks
- Pencils
- Highlighters / colored pencils
- Argumentative prompt cards
- "Decision T-Chart" sheets
- Sticky notes
- Chart paper
- Sentence stems anchor chart

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Hook with "you must choose," introduce the "If you have to decide, you must declare the WHY" HABIT, and model claim-building.
Day 2	15	A — Attempt	Decide & Declare Sorting Challenge: read a prompt, decide a side, and build a claim.
Day 3	15	D — Discuss + U — Use	Discuss what makes a claim strong, then build claims on the Decide & Declare T-Chart.
Day 4	15	A — Award + T — Target	Celebrate growth as argument writers and name one next step.
Day 5	15	E — Educate and Explain to Others	Teach the rule, build an argument, and complete the exit check.

Module 1 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the argumentative HABIT: "If you have to decide, you must declare the WHY." Use one whenever the class changes activities, when energy dips, or right before a new prompt.

This Module's Routine: "Decide & Declare Freeze"

Teacher Script

"Tiny Time! I will read a quick prompt. Freeze with two thumbs up for YES or arms crossed for NO — then whisper your WHY to a neighbor in one 'because' sentence."

How to run it:

- Signal the class and get all eyes on you.
- Read a fast decision prompt (for example, "Should Amina have told the truth?").
- Students freeze in the YES or NO pose, then whisper one claim to a neighbor: "___ because ___."
- Call two or three prompts in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the prompt each time so the Tiny Time stays fresh all week.

Module 1 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

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

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 1 — Mentor Text Moves

Teacher Script

"Watch how I think like a writer who must make a decision and then declare the WHY. We are going to look at how a writer builds a claim to argue a point."

Display this model claim: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

Teacher Script

"A claim has three parts working together — the decision, the word 'because,' and the reasons that declare the WHY."

Let us learn how to name the parts of a mentor claim.

Part of the Claim	Example from Text	Purpose
Decision	"Amina should have told the truth..."	This is the side the writer takes — the position on the argument.
"Because"	"...because..."	This is the linking word that signals the writer is about to declare the WHY.
Reasons	"...honesty builds trust, shows responsibility, and helps solve problems."	These are the reasons that support the decision and declare the WHY.

Teacher Script

"Notice how the writer takes a clear side, then uses 'because' to declare the WHY with reasons. The claim is the most important part because it tells the reader exactly what the writer believes and why."

Before you begin writing your own responses, remember the HABIT of marking your prompt.

1. Identify what must be decided: Circle the topic of the argument and box the action word that tells you to take a side.
2. Find the decision clue word: Use a triangle for decision words like should, whether, or if — these signal that you must make a claim and declare the WHY.

When you write your extended constructed response (ECR) for Module 1, focus on your claim. Your goal is to state a clear decision and declare the WHY with "because" and reasons. As you build your stamina, remember to move from your decision to the reasons and evidence that support it.

Module 1 — TRACKS: Reading the Passage for Evidence

Before students revise, they read the passage and TAP the TRACKS to find the six kinds of measurable evidence. In Module 1 this evidence becomes the raw material students reorder and clarify as they revise.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. When we have marked the TRACKS, we have the evidence we need to revise our writing with clear, well-ordered ideas."

TRACKS in "Crash"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's passage:

Letter	Category	Evidence from the Passage
T	Time	One afternoon; For a moment; Later; Soon
R	Reactions	Amina's heart started to race; Amina wondered if she should stay quiet; Amina felt proud; her honesty helped make things right
A	Actions	Amina's elbow bumped the table; the glass jar fell to the floor and broke; Diego and Mei helped pick up the papers; Jamal brought a broom
C	Character, Concept, Creature	Amina; Mrs. Ramirez; Diego; Mei; Jamal; honesty; responsibility; citizenship
K	Key Knowledge	Accidents happen; being honest shows responsibility; being a good citizen means telling the truth, even when it feels hard
S	Scenery / Setting	her classroom; the table near the window; the floor

TRACKS in "The Good Citizen"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's second passage:

Letter	Category	Evidence from the Passage
T	Time	Every Saturday morning; One busy Saturday; Later that afternoon
R	Reactions	Rusty wagged his tail wildly; Her stomach twisted with worry; Maya realized something important
A	Actions	she had never filled Rusty's food bowl; Maya jumped on her bike and pedaled as fast as she could; she quickly filled his bowl
C	Character, Concept, Creature	Maya; Rusty; responsibility; citizenship
K	Key Knowledge	others depended on her; being a good citizen meant doing your job carefully; trusting her to take care of him
S	Scenery / Setting	the small dog shelter at the edge of town; the kennels; the park

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke.

[3] Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

[4] Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly.

[5] Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[6] Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."

[7] Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean.

[8] Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard."

[9] Amina felt proud. She had made a mistake, but her honesty helped make things right.

Student Annotation Guide — Crash

T — Time

One afternoon; For a moment

R — Reactions

Amina's heart started to race; Amina felt proud; her honesty helped make things right

A — Actions

Amina's elbow bumped the table; The glass jar fell to the floor and broke; raised her hand

C — Character/Concept/Creature

Amina; Mrs. Ramirez; honesty

K — Key Knowledge

being honest shows responsibility; Being a good citizen means telling the truth, even when it feels hard

S — Scenery/Setting

the table near the window; a science project about plants

TRACKS EVIDENCE HIGHLIGHTING — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke.

[3] Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

[4] Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly.

[5] Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[6] Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."

[7] Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean.

[8] Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard."

[9] Amina felt proud. She had made a mistake, but her honesty helped make things right.

PASSAGE 2 — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[3] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise. When she finished, she waved goodbye to Rusty and rode her bike home.

[4] Later that afternoon, Maya suddenly froze. A terrible thought rushed into her mind. In her hurry, she had never filled Rusty's food bowl.

[5] Her stomach twisted with worry. Rusty had been waiting for her, trusting her to take care of him.

[6] Maya jumped on her bike and pedaled as fast as she could back to the shelter. When she arrived, Rusty wagged his tail the moment he saw her. Maya quickly filled his bowl and watched him eat.

[7] As she sat beside him, Maya realized something important. Being a good citizen meant doing your job carefully, especially when others depended on you. Rusty was counting on her—and next time, she would not forget.

Student Annotation Guide — The Good Citizen

T — Time

Every Saturday morning; One busy Saturday; Later that afternoon

R — Reactions

Her stomach twisted with worry; Rusty wagged his tail wildly; Maya realized something important

A — Actions

she had never filled Rusty's food bowl; Maya jumped on her bike and pedaled as fast as she could; quickly filled his bowl

C — Character/Concept/Creature

Maya; Rusty; responsibility and good citizenship

K — Key Knowledge

Being a good citizen meant doing your job carefully; trusting her to take care of him

S — Scenery/Setting

the small dog shelter at the edge of town

TRACKS EVIDENCE HIGHLIGHTING — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[3] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise. When she finished, she waved goodbye to Rusty and rode her bike home.

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[5] Her stomach twisted with worry. Rusty had been waiting for her, trusting her to take care of him.

[6] Maya jumped on her bike and pedaled as fast as she could back to the shelter. When she arrived, Rusty wagged his tail the moment he saw her. Maya quickly filled his bowl and watched him eat.

[7] As she sat beside him, Maya realized something important. Being a good citizen meant doing your job carefully, especially when others depended on you. Rusty was counting on her—and next time, she would not forget.

🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

*"I'm going to ask you something — but you cannot stay neutral.
You MUST choose.
Should a person always tell the truth, even if they might get in trouble?
(Pause.)
Raise your hand if you say yes.
Raise your hand if you say no.
Now here's the important part...
You didn't just choose.
You had a reason."*

★ Daily Deck Slide

If you have to decide, you must declare the WHY.

REVEAL

🔊 Teacher Script

"Today we are reviewing everything we know — but applying it to argument writing."

★ Daily Deck Slide

Analyze the prompt. Decide your position. Write a CLAIM (thesis (central idea)). Add reasons. Add evidence. Explain. Reflect.

🔊 Teacher Script

"When a prompt asks you to decide, you are not finished when you pick a side. If you have to decide, you must declare the WHY."

★ Daily Deck Slide

Make a DECISION. Declare the WHY with "because." Give REASONS.

Model the Thinking

Prompt: Explain if Amina should have told the truth about breaking the jar.

🔊 Teacher Script

"Watch how I think. I see the word 'should.' That means I must decide. And if I have to decide, I must declare the WHY."

Model Claim: "Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems."

🔊 Teacher Script

"Notice how my claim takes a clear side — Amina should have told the truth — and then declares the WHY with 'because' and three reasons. That is a strong argumentative claim."

Essential Question

How can a writer read an argumentative prompt, decide a position, and write a claim that declares the WHY?

Embedded Check for Understanding

🔊 Teacher Script

"Let's see if you can tell a claim from a sentence that is not a claim. If it is a claim — a decision plus 'because' plus reasons — make a wide circle with your arms. If it is not a claim, cross your arms in an X. Ready?"

 Teacher Script

"Read each sentence aloud, confirm the answer, and ask one student to explain how they knew."

- "Amina should have told the truth because honesty shows responsibility." (Claim — it makes a decision and declares the WHY.)
- "The glass jar fell to the floor and broke." (Not a claim — it only tells what happened.)
- "Maya should have returned to the shelter because Rusty depended on her." (Claim — a decision and a reason.)
- "Maya rode her bike to the dog shelter." (Not a claim — it states a fact with no decision.)

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT

🔊 Teacher Script

"Now we will practice our argumentative HABIT: if you have to decide, you must declare the WHY. You will read a prompt, figure out what must be decided, and then declare the WHY by building a claim."

★ Daily Deck Slide

Read the prompt. Decide your side. Declare the WHY.

Decide & Declare — InterActivity

Purpose: Students identify decision-based prompts, determine what must be decided, and write a claim using "because" and WHY reasoning. Game type: Prompt Sorting + Claim Building + Verbal Defense.

Materials per group: prompt cards (below), a claim recording sheet, and the interactive notebook. Students cut out the prompt cards in their Interactive Notebooks and store them in a Practice Pocket.

🔊 Teacher Script

"You will read a prompt. You will figure out what must be decided. And then you will declare the WHY."

Step 1 — Draw a Prompt Card: one student reads it aloud.

Step 2 — Identify the Decision: students say, "We have to decide YES or NO."

Step 3 — Say the Habit: "If you have to decide, you must declare the WHY."

Step 4 — Build the Claim: students choose a side and write a sentence using "because."
Example: "Maya should have returned to the shelter because Rusty depended on her, it was her responsibility, and fixing mistakes is important."

Step 5 — Group Check: students confirm — Did we choose ONE side? Did we use "because"? Did we include reasons?

Step 6 — Verbal Defense Round: each group selects ONE claim to read aloud. Other groups may respond, "We agree because..." or "We disagree because..."

Argumentative Prompt Cards

Print, cut apart, and shuffle before Day 2. Store in the Practice Pocket and reuse as a Forgetting Interrupted Activity.

#	Argumentative Prompt Card
1	Explain if Amina should have told the truth about breaking the jar.
2	Explain whether or not Maya should have returned to the shelter to feed Rusty.
3	Explain if students should always take responsibility for their mistakes.
4	Explain whether or not honesty is more important than avoiding trouble.
5	Explain if Maya showed strong responsibility at the end of the story.
6	Explain whether or not Amina acted like a good citizen.
7	Explain if rushing is ever acceptable when others depend on you.
8	Explain whether or not both characters showed responsibility in the same way.



Answer Key Expectations

A strong response must: choose a side; include "because"; and give clear reasons that declare the WHY.

Oral-Rehearsal Frame for Students:

- "I have to decide _____. My claim is _____ because _____ and _____."

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS



Teacher Script

"Let's talk about what made our claims strong."



Teacher Script

"Ask each question, take student responses, then confirm with the teacher response."

Question 1: "How do you know this is a WHY prompt?" (Students: "We had to decide.")

Question 2: "What happens if you don't choose a side?" (Students: "It's not an argument." / "It's incomplete.")

Question 3: "Why is 'because' important?" (Students: "It shows reasons.")

Question 4: "What is the difference between a reason and evidence?" (Students: "Reasons are ideas." / "Evidence comes from the text.")

Question 5: "How do both stories connect to responsibility?" (Students: "Amina told the truth." / "Maya fixed her mistake.")

USE (Independent Practice)

Interactive Notebook Activity: Decide & Declare T-Chart

**Teacher Script**

"Now you will use the Decide & Declare T-Chart on your own. Read the prompt, write your decision, then write a claim that declares the WHY."

Students complete a three-column chart: Prompt | Decision | Claim.

Example:

- Prompt: Explain if Amina should have told the truth.
- Decision: YES
- Claim: "Amina should have told the truth because honesty builds trust and shows responsibility."

Answer Key Expectations: a clear decision; a claim that includes "because"; multiple reasons.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD

🔊 Teacher Script

"You made decisions. You supported your thinking. You became a writer who can take a stand. Today we award ourselves for that work."

🔊 Teacher Script

"Recognize students for the argumentative work they have done this week. Award one of these titles and have students record the one they earned in their notebooks."

Recognition Ideas:

- Claim Creator
- Reason Builder
- Decision Maker
- Argument Leader

Notebook Reflection: "I am proud that I..."

TARGET

🔊 Teacher Script

"Now it is time to sharpen your next step. Let's set a goal for our argumentative writing."

Reflection Questions:

- Did I clearly choose a side?
- Did I explain WHY?
- Did I use strong reasons?

Curiosity Questions:

- Can two people disagree and both be right?
- What makes an argument strong?

★ **Daily Deck Slide**

Choose a side. Declare the WHY. Support it with strong reasons.

Essential Question

How can a writer reflect on a claim and set a goal to make the argument stronger?

Embedded Check for Understanding **Teacher Script**

"Let's check our thinking. I will read a claim. If it clearly chooses a side AND declares the WHY with reasons, give a thumbs up. If it is missing the decision or the reasons, give a thumbs sideways and tell your partner what it needs."

 Teacher Script

"Read each claim, confirm the answer, and ask a student to name what is missing when it is incomplete."

- "Amina should have told the truth because honesty builds trust and shows responsibility." (Thumbs up — decision plus reasons.)
- "Amina was honest." (Sideways — it has no "because" and no reasons.)
- "Maya should have gone back because Rusty depended on her and fixing mistakes matters." (Thumbs up — decision plus reasons.)
- "Maya felt worried." (Sideways — it states a feeling, not a claim.)

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 12D(i)	compose correspondence
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN

Teacher Script

"To truly master a skill, you have to be able to teach it. Today you become the teacher. Turn and teach the rule to a partner."

★ Daily Deck Slide

If you have to decide, you must declare the WHY.

Oral-Rehearsal Frame: "When a prompt asks me to decide, I must _____. My claim is a decision plus _____ plus _____."

Teacher Script

"Take turns. One partner explains the rule and gives an example claim; the other partner checks that the claim makes a decision and declares the WHY with reasons."

EDUCATE — Second Activity: Build the Argument (Cut-and-Paste Notebook Lab)

Teacher Script

"Now let's build an argument from pieces. You will get a prompt strip, decision strips, and claim strip pieces. Choose your side and build a claim sentence."

Students receive:

- a prompt strip
- decision strips (YES / NO)
- claim strip pieces

Directions:

1. Read the prompt and choose YES or NO.
2. Build a claim sentence using a decision plus "because" plus reasons.
3. Glue the completed claim into the interactive notebook.

Example prompt: Explain if Amina should have told the truth about breaking the jar.

Example built claim: "Amina should have told the truth because honesty builds trust and shows responsibility."

Daily Deck Slide

Teach the rule: if you have to decide, you must declare the WHY.

Embedded Check for Understanding

Teacher Script

"Before our exit ticket, let's check that everyone can build a claim. I will read a prompt. On your whiteboard, write a claim that makes a decision and declares the WHY with 'because' and at least two reasons."

Teacher Script

"Read each prompt, then have two or three students read their claim aloud and name the decision and the reasons."

- Prompt: Explain whether or not Maya acted like a good citizen.
- Prompt: Explain if students should take responsibility when others depend on them.

Exit Ticket

Write a claim for: Explain if Amina should have told the truth about breaking the jar.

Answer Key

"Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems."

Closing Teacher Script

Teacher Script

"Today you learned something powerful. When a prompt asks you to decide, you do not stop at the answer. You declare the WHY."

Module 1 — Low, Medium, and High Exemplars

Prompt: In “Crash,” should Amina have told Mrs. Ramirez what happened? Explain your answer.

Low Exemplar

- Student Response: “Amina should have told the truth.”
- What Is Working: The student picks a side.
- Teacher Notes: The HABIT (“If you have to decide, you must declare the WHY”) is not followed. There is no “because” and no reasons. The claim is only a decision with no WHY.
- What Needs Improvement: State a claim that includes a decision + “because” + reasons.

Medium Exemplar

- Student Response: “Amina should have told the truth because being honest shows responsibility.”
- What Is Working: The student makes a claim with a “because” and gives one reason.
- Teacher Notes: The claim follows the HABIT, but only one reason is given and no evidence from “Crash” is quoted. the state writing assessment rubric expects at least two reasons with passage evidence.
- What Needs Improvement: Add a second reason and quote evidence from “Crash” to support each reason.

High Exemplar

- Student Response: “Amina should have told the truth because honesty builds trust and honesty helps make things right. In “Crash,” Amina “wondered if she should stay quiet” but “raised her hand” and said, “I bumped the table and knocked it over.” Mrs. Ramirez “smiled kindly” and said, “Accidents happen, but being honest shows responsibility.” Amina “felt proud” and “her honesty helped make things right.”
- What Is Working: The claim follows the HABIT—decision + “because” + two reasons—and each reason is supported with quoted evidence from “Crash.”
- Teacher Notes: The claim, reasons, evidence, and explanation are all present. This meets the state writing assessment expectation for an argumentative response.

Module 1 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can construct an argumentative claim (decision + "because" + reasons) using a Claim, an Evidentiary Bridge, and an Explanation.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, claim cards, reason cards, evidence cards, and the Cluster 6 passage.
Related TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) develop drafts by developing an engaging idea with relevant details
Task	Students perform a formative check by labeling cards and a final independent task by writing an argumentative claim.
Expected Response	Students identify the decision and supporting reasons, then combine them into a claim that declares the WHY.

Informal Assessment

During the lesson, observe students during the card-matching activity. Listen for students as they explain why a card is a "decision" (the claim) versus a "reason" (the because clause). Check to see if students can orally rehearse the transition between a claim and its supporting evidence before writing.

Formative Assessment

The Day 3 independent practice serves as the formative check. Students will be given one claim card and one reason card. They must label each card, explain their reasoning, and then combine the matched pair into a two-sentence argumentative claim.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Claim	Must state a clear decision (the WHAT).
Evidentiary Bridge	Must name the passage.
Explanation	Must directly answer the prompt.
Reason Flow	Sentences must move from claim to reasons.

Prompt	Prompt Type	Expected Claim
Should Amina have confessed about the broken jar?	SHOULD	Amina should have confessed because honesty builds trust and shows responsibility.

 Answer Key

Teacher Note: For the independent task, ensure students are focusing on low-stamina responses (~150-word target for later modules) by mastering the claim structure now.

Oral-Rehearsal Frame for Students: "In the passage [Passage Title], the author discusses [Decision/Claim]. [Author/Subject] [Reason/Action], which shows that [Explanation/Answer to Prompt]."

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can identify a claim (a decision + "because" + reasons) in the passage.
- Visual/Physical — Attempt — Sort It: Students sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."
- Written — Discuss/Use — One-Sentence Summary: Students write the claim for the passage in a single sentence.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 1 — Intervention: Claim Scaffolding

Field	Detail
Purpose	Support students who struggle with constructing argumentative claims by using visual cues and oral rehearsal to move from vague opinions to specific passage-based claims with reasons.
Group Size	Small group (3-6 students)
Time Needed	10-12 minutes
Materials	Claim frame cards, two cards per student (Opinion vs. Claim), dry erase boards, both passages
Relevant TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1 - Review the Two Types of Claims



Teacher Script

"Sometimes we write opinions that are too vague, and sometimes we write claims that are just right. We are going to use our hands to tell the difference."

The Hand Motion HABIT:

- Wide Motion (Opinion): "Does this statement fit many essays?" (Use a wide-to-narrow hand motion).
- Narrow Motion (Claim): "Does it name an exact passage detail?" (Use a narrow-to-wide hand motion).

Step 2 - Sorting Practice (The Two-Card Method)

Give students two cards. One represents an "Opinion" idea and one represents a "Claim" detail.



Teacher Script

"I am going to say a sentence. If it is an opinion that could fit many essays, show me your wide hand motion. If it names an exact detail from our passage, show me your narrow hand motion."

Practice Examples:

- "Being honest is important." (Opinion)
- "Amina raised her hand and said, 'I bumped the table and knocked it over.'" (Claim)
- "People should tell the truth." (Opinion)
- "Mrs. Ramirez said, 'Being a good citizen means telling the truth, even when it feels hard.'" (Claim)

Step 3 - Claim Frame Support

Teacher Script

"To build stamina, we use frames. These are like the bones of your writing. They help you get started so you don't get stuck. Remember our HABIT: If you have to decide, you must declare the WHY."

Display the following frames for oral rehearsal:

- Opinion Frame: "Amina should ___ because ___."
- Claim Frame (Crash): "In 'Crash,' ___ mattered because ___."
- Claim Frame (Crash): "In 'Crash,' ___ helped ___."

Step 4 - Oral Rehearsal (Say It)

Before writing, students must practice the frames aloud to build confidence.

Teacher Model:

- Teacher: "In 'Crash,' Amina's honesty mattered because it showed responsibility even when no one saw what happened."
- Students (Repeat): "In 'Crash,' Amina's honesty mattered because it showed responsibility even when no one saw what happened."

Student Practice (Guided):

- Teacher: "In 'Crash,' telling the truth mattered because..."
- Student: "...Mrs. Ramirez said being a good citizen means telling the truth even when it feels hard."

Step 5 - Write It (Copy, Complete, Revise)

Students move from speaking to writing using the following scaffolded steps:

1. Copy: Write the frame exactly as shown on the board.
2. Complete: Use a fact from the passage to fill in the blanks.
3. Revise: Check the sentence. Does it name an exact detail? (Use the Hand Motion HABIT to check).

Student Task Table:

Frame Type	Sentence Frame	Student Completion (Example)
Opinion	Amina should ___ because ___\.	Amina should confess because no one saw what happened and honesty shows responsibility.
Claim	In 'Crash,' ____ mattered because ___\.	In 'Crash,' Amina's honesty mattered because Mrs. Ramirez said being a good citizen means telling the truth even when it feels hard.
Claim	In 'Crash,' ____ helped ___\.	In 'Crash,' Amina's honesty helped make things right because she admitted she bumped the table and knocked the jar over.

Answer Key

Accept a completed frame where the student has used a specific fact from the text (e.g., Amina, Mrs. Ramirez, the glass jar, "I bumped the table and knocked it over," "Being a good citizen means telling the truth," or "her honesty helped make things right") and has moved from a general opinion to a specific claim with reasons.

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to define the scope of the argumentative topic.	Students say "broad" while stretching arms wide or "specific" while making a small focus shape.	Students use the wrong hand gesture for the scope.	Model the physical movement: stretch arms wide for broad; make a small shape for specific.
Ask students to identify the components of a claim (decision + "because" + reasons).	Students identify the decision (e.g., "Amina was responsible"), the word "because," and the reasons (e.g., "she confessed even though no one saw what happened").	Students identify the decision but cannot state the reasons.	Point to the claim frame and ask, "What is the decision? What are the reasons? Did you say 'because'?"
Ask students to explain how a claim connects to a passage detail.	Students explain how the claim "Amina was responsible because she raised her hand and said 'I bumped the table'" connects to the passage detail "Amina took a deep breath and raised her hand."	Students simply place the card without explaining the connection.	Ask students to explain every sort; do not allow them to just place the card.

Student Support Quick Reference

If a student...	Support to Provide
Struggles with scope	Use the physical HABIT: stretch arms wide for "broad" and make a small focus shape for "specific."
Forgets the claim structure	Keep the claim frame (decision + "because" + reasons) visible on the board at all times.
Cannot connect ideas to text	Use the frame: "The [passage detail] shows [claim] because..." to connect a specific claim to a passage detail.
Masters quickly	Route to Module 1 enrichment.

Module 1 — Enrichment: The Claim Architect

Field	Detail
Purpose	Extend students who have mastered prompt analysis by practicing the construction of argumentative claims that state a decision and declare the WHY with supporting reasons.
Group Size	Pairs or small groups
Materials	The rendered passage "Crash," notebooks, and prompt cards
Relevant TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 12C(ii) using craft
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Step 1 - The Claim Challenge

Teacher Script

"A great writer does not just state a fact. They make a decision and then declare the WHY. Your HABIT is: 'If you have to decide, you must declare the WHY.' A claim is a decision plus 'because' plus reasons. Your challenge is to write two different claims that answer the same argumentative prompt."

Task: Students write two distinct claims for the topic of Amina and the broken glass jar.

- Option A (Focus on Responsibility): Amina should confess because honesty shows responsibility.
- Option B (Focus on Trust): Amina should confess because trust is built when people tell the truth even when no one saw what happened.

Step 2 - Building the Claim and Reasons

Teacher Script

"Now, you must connect your claim to the evidence from the passage. We call this the 'Bridge.' The bridge names the passage and leads the reader directly to your reasons, which support your decision."

The Goal: Students must construct a paired-passage introduction for the prompt: Should Amina have told Mrs. Ramirez what happened?

The Required Structure:

1. The Claim: (The decision + "because" + reasons)
2. The Bridge: (Naming the passage "Crash" and the moment Amina's elbow bumped the table)
3. The Reasons: "Amina should confess because honesty shows responsibility and because trust grows when people tell the truth even when it feels hard."

Step 3 - The Smoothness Test (Oral Rehearsal)

Teacher Script

"Read your two different claims aloud to your partner. Which one creates the smoother argument? A smooth claim flows like a river from your decision down to your reasons. If it feels jumpy, you need to fix your bridge."

Oral-Rehearsal Frame: "My decision is _____. My bridge connects to the passage by _____. My reasons are _____."

Step 4 - The Stamina Check

Teacher Script

"In Module 1, we are working on our stamina. For this enrichment, your goal is to ensure your claim is clear and direct. Even though this response builds toward the ECR, your claim must show the reader exactly where you are going. This is the state writing assessment format: claim, reasons, evidence, explanation."

Checklist for Students:

- Did I state a decision?
- Did I use "because" to declare the WHY?
- Did I name the passage in my bridge?
- Did I use the exact claim structure provided in the prompt?

Expert Reflection

Teacher Script

"A strong claim is like a map for your reader. It tells them where they are starting and exactly where your argument is going. When your decision and your reasons are clear, your reader never gets lost. That is the mark of an expert claim writer."

Module 1 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Should Amina have told Mrs. Ramirez the truth after the jar broke? Write a claim and support it with reasons from “Crash.”

Connection to This Module

This week you learned the argumentative writing HABIT: If you have to decide, you must declare the WHY. Now you will use that same HABIT to write a claim that answers a decision prompt with “because” and reasons.

Planning Support

1. Mark the prompt: circle the decision, box the action, triangle the clue words, and name the type.
2. Decide what you believe and state your answer.
3. Add “because” and give two reasons for your decision.
4. Find evidence in the passage that supports your reasons.

Step	Planning Guide
Step 1: The Thesis (Central Idea)	Write a claim that answers the decision prompt with “because” and two reasons.
Step 2: The Evidence	Find facts from the passage that show Amina told the truth and accepted responsibility.
Step 3: The Explanation	Explain how the evidence supports your claim about Amina’s decision.

Drafting Space

★ Daily Deck Slide

The heart of your argumentative response - a claim, evidence from the passage, and an explanation. This is the foundation of your extended constructed response (ECR); you will add the SET introduction and RRR conclusion in the coming modules to build the full ECR.

Model Thesis (Central Idea): “Amina should have told Mrs. Ramirez the truth because honesty shows responsibility and helps make things right.”

Success Criteria

- My claim answers the decision prompt.
- I use “because” to give reasons.
- I include evidence from the passage.
- I explain how the evidence supports my claim.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Improve one sentence so your claim and reasons are clear and complete.

Edit

Check for complete sentences, subject-verb agreement, singular and common nouns, and correctly spelled high-frequency words.

Share

Read your response to a partner. Your partner names the claim, reasons, evidence, and explanation.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the argumentative thinking, not only read it. These moments are built around this module's work — building a claim for an argumentative prompt (decision + "because" + reasons):

- Choral-read a claim aloud ("Amina must tell the truth because no one saw the jar break"); students signal which part is the decision and which is the "because."
- "Zoom in" out loud: partners say a decision ("Amina should stay quiet"), then narrow it to a claim with reasons ("Amina must tell the truth because honesty shows responsibility") in one breath.
- Read a claim aloud from the passage; the class claps when they hear the "because" turn from a vague feeling to a specific reason.
- One student reads their claim aloud ("Amina must declare the WHY because being honest shows responsibility"); the class listens for a clear move from decision to evidence to explanation.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

II Pause Point — Before Writing

Stop and think: What is the prompt really asking me to decide? Say it in your own words before you write. Remember the HABIT: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons. For example, if the prompt asks whether Amina did the right thing, your claim might be: "Amina did the right thing because she told the truth even when no one had seen exactly what happened."

II Pause Point — Midway

Stop and think: Does what I have written so far move from a broad idea to a specific thesis (central idea)? If not, fix it now, not later. Check: Did I state a clear decision? Did I use "because"? Did I give reasons that point back to evidence from the passage? For example, "Amina showed responsibility because she raised her hand and said, 'I bumped the table and knocked it over. I didn't mean to.'" If your reasons are vague or you skipped the "because," go back and fix it now.

II Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear. For example, "Amina felt proud. She had made a mistake, but her honesty helped make things right." Make sure your claim, reasons, evidence, and explanation all connect. If you are writing for the state writing assessment, your answer must show a clear claim with at least two reasons tied to passage evidence.

Module 1 — At-Home Connection

Purpose

These at-home tasks turn your child into a claim builder and argument expert at home. They need little or no materials and each one ends in a short conversation, not a worksheet. When a child explains the learning to you, the learning gets stronger. The HABIT is: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this ice-blue card home first. It practices writing a claim that declares a decision and the WHY behind it.



Task Card 1 - Claim Builder

TEKS 12C(i). Write one claim about whether Amina did the right thing when she raised her hand and said, "I'm sorry, Mrs. Ramirez. I bumped the table and knocked it over. I didn't mean to." Your claim must include a decision and "because" plus reasons. Read your claim aloud to a family member. Family signature:



Teacher Information - Task Card 2

Teacher note: this pale-green card practices using a text bridge and a specific claim (decision + "because" + reasons) to connect ideas from the passage.



Task Card 2 - The Text Bridge

TEKS 12C(i). Choose one passage from school. Write one claim about whether Amina did the right thing. Then, choose one passage and add a text bridge and a specific claim (decision + "because" + reasons). Family signature:



Teacher Information - Task Card 3

Teacher note: Card 3 is the same assignment with built-in language support—a word bank and a frame. It is not a reduced standard.

**Task Card 3 - Three-Part Claim**

TEKS 12C(i). Read the three-part claim to someone at home. Ask them to point to the claim, the evidence, and the explanation. Word bank: Claim, Evidence, Explanation. Frame: "The claim is _____. The evidence is _____. The explanation is _____." Family signature: _____



Module 1 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing claims for argumentative prompts using the passage "Crash," look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Identify a claim (a decision + "because" + reasons).			
Identify reasons that support the claim.			
Find evidence from "Crash" to back up a reason.			
Explain how the evidence connects back to the claim.			
Use the HABIT: "If you have to decide, you must declare the WHY."			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"Today you learned to write a claim for an argumentative prompt. A strong claim makes a decision, declares the WHY with 'because,' and gives reasons backed by evidence from the text. You are learning how to answer a prompt by taking a side and proving it with proof from the passage."

Module Essential Question - Answered

How can a writer build a strong claim that makes a decision and declares the WHY? A writer makes a decision, uses "because" to connect that decision to reasons, and then lands on evidence from the text to support the claim.

Teacher Reflection - Module 1

Which students struggled to move from a decision to a declared WHY (reasons)?

Did students successfully use evidence from the passage to support their claim?

Which students are struggling with the "If you have to decide, you must declare the WHY" HABIT and need more oral-rehearsal practice?

Who needs stamina support to move beyond one-sentence responses and into the next TREES part?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Completed "My Claim/My Reasons" argumentative outlines
 - Student "My Decision/My Because/My Evidence" practice sheets
 - Oral-rehearsal recordings of student claims (e.g., "Amina made the right choice because honesty shows responsibility")
 - The Module 1 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
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-
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Virtual Classroom Adjustment

Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to build a claim that declares the WHY (reasons + evidence + explanation):

- Display a decision and a "because" clause on screen; students sort them in a shared slide.
- Use the chat to have everyone narrow one decision to a full claim at the same time.
- Students draft their SET claim in a shared doc; screen-share one to model the declare-the-WHY step.
- Keep the SET steps on screen so remote students build the claim in the same order.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.
- Model the HABIT: "If you have to decide, you must declare the WHY." Show how Amina's claim — "I'm sorry, Mrs. Ramirez... I bumped the table and knocked it over. I didn't mean to." — pairs a decision ("I did it") with a "because" reason ("I didn't mean to").
- Have remote students type a claim about Amina's honesty into the chat: decision + "because" + reasons. Example prompt: "Should Amina have stayed quiet? Claim: Amina should tell the truth because no one had seen exactly what happened."
- Screen-share the passage line — "For a moment, Amina wondered if she should stay quiet." — and ask remote learners to build the claim, reasons, evidence, and explanation in a shared doc.
- Model the explanation step: "Amina felt proud. She had made a mistake, but her honesty helped make things right." Show how this wraps the claim and ties back to the decision.
- Keep the state writing assessment prompt on screen; remote students type their claim + reasons + evidence + explanation in a shared doc before the timer ends.

M O D U L E

2

**Supporting Claims with
Reasons Through the
Magnifying Process**

Week 2 • Medium Stamina

Module 2: Supporting Claims with Reasons Through the Magnifying Process

Week 2 - Medium Stamina

If You Have to Decide, You Must Declare the WHY!

Teacher Script

“When students learn to build reasons with intention, they stop writing random thoughts and begin writing proof with purpose.”

Why This Module Matters

Students learn that a claim cannot stand alone — it needs strong reasons. Using the Magnifying Process, they brainstorm many reasons, group them, narrow each group to its strongest idea, and choose the final three. Then they hunt for text evidence to prove each reason.

Module Essential Question

How can a writer use the magnifying process to build three strong, different reasons that support a claim?

Module 2 — Family Communication

Purpose

Students are learning that if you have to decide, you must declare the WHY. A claim is a decision + “because” + reasons. This is the first step toward the cluster’s Extended Constructed Response (ECR).

How to Send It

Read this page together and invite your child to practice saying a claim aloud. This oral practice supports clear writing for the state writing assessment.

This Week's Learning

Students are learning to read an argumentative prompt, decide a side, and write a claim that states the decision + “because” + reasons. This is the start of building their ECR.

Table: The Claim Formula

Part	What it does	Student-Friendly Explanation
Decision	Choose a side / your position	Say what you decide.
Because	The linking word that declares the WHY	Tell that your decision has reasons.
Reasons	Two or more reasons that support the decision	Explain why your decision makes sense.

Dinner Table Conversation Starters

- When you must decide a side, how do you know what position you will take?
- Why is it important to declare the WHY after stating a decision?
- What two reasons could support a decision about telling the truth or helping someone?

Family Activity: Oral Rehearsal

The Challenge: Practice stating a claim aloud using this formula: decision + because + reasons.

1. “Crash” — Amina decides whether to tell the truth about breaking the jar.
2. “The Good Citizen” — Maya decides whether to return to the shelter to feed Rusty.

Family Letter

Dear Families,

This week your child is learning to support an argument with strong reasons. The big focus of this module is the Magnifying Process: instead of grabbing the first ideas that pop up, students learn to brainstorm many reasons, group the ones that are alike, narrow each group to its strongest idea, and choose the three best reasons to support their claim. Our HABIT continues: "If you have to decide, you must declare the WHY" — and now, "you must support the WHY with strong reasons."

We are practicing with "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility). For example, to support the claim that Maya should have returned to the shelter, a child might give three strong reasons: responsibility means finishing your job, Rusty depended on her, and good citizens fix mistakes.

Please try this at home: Ask your child a "you must choose" question, then challenge them to give three different reasons for their side — and to make sure the reasons are not just copies of each other. Celebrating strong, different reasons helps them become powerful argument writers!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a apoyar un argumento con razones fuertes. El enfoque principal de este módulo es el Proceso de Magnificar (Magnifying Process): en lugar de tomar las primeras ideas que surgen, los estudiantes aprenden a generar muchas razones, agrupar las que se parecen, reducir cada grupo a su idea más fuerte y elegir las tres mejores razones para apoyar su afirmación. Nuestro HÁBITO continúa: "Si tienes que decidir, debes declarar el PORQUÉ" — y ahora, "debes apoyar el PORQUÉ con razones fuertes."

Practicamos con "Crash" (Amina y la honestidad) y "The Good Citizen" (Maya y la responsabilidad). Por ejemplo, para apoyar la afirmación de que Maya debió regresar al refugio, un niño podría dar tres razones fuertes: la responsabilidad significa terminar tu trabajo, Rusty dependía de ella, y los buenos ciudadanos corrigen sus errores.

Por favor, intente esto en casa: Hágale a su hijo o hija una pregunta de "debes elegir" y pídale que dé tres razones diferentes para su posición, asegurándose de que no sean copias unas de otras. ¡Celebrar razones fuertes y diferentes le ayuda a convertirse en un escritor de argumentos poderoso!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 2 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is a claim, and how is it different from just an opinion?
- What does it mean to "declare the WHY" when you make a claim?
- How would you decide whether Amina should have told the truth about breaking the jar — and why?
- What two reasons could you give to support your decision about Maya returning to the shelter?

Simple Family Activities

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

Family Activity - Decide and Declare

Ask your child a "you must choose" question from everyday life (for example: "Should kids have to help clean up after dinner?"). Your child must pick a side and then declare the WHY by finishing this sentence: "___ because ___." Remind them: a claim is a decision plus "because" plus reasons.

Family Activity - Build the Claim

Pick one of this week's stories — "Crash" (Amina and the broken jar) or "The Good Citizen" (Maya and Rusty at the shelter). Ask your child to make a claim about what the character should have done, using a decision plus "because" plus at least two reasons. For example: "Amina should have told the truth because honesty builds trust and shows responsibility."

Module 2 — Lesson Overview and Standards

Lesson Overview

In Module 2, students learn to support an argumentative claim with three strong reasons using the Magnifying Process. The HABIT continues: "If you have to decide, you must declare the WHY" — and now, "after you declare the WHY, you must support it with strong reasons." Students brainstorm many reasons, group them, narrow each group to its strongest idea, choose the final three, and then hunt for text evidence to prove each reason.

Using "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility), students move from random thoughts to proof with purpose as they build toward the full argumentative Extended Constructed Response (ECR).

BIG Goal: Students will support a claim with three strong, distinct reasons and find text evidence for each.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12C(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-5: students build and support argumentative claims.
12C(ii)	compose argumentative texts, including opinion essays, using craft	Days 3-4: students refine reasons and match evidence.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 1-4: students magnify reasons and add supporting evidence.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "Crash" connects to Social Studies and "The Good Citizen" connects to Social Studies through the theme of responsibility and good citizenship.

Module 2 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS 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.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 2 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to use argumentative claims to build stamina for 150-word responses.

Level	Language Objective
Pre-Production	Point to the claim, reasons, and evidence using gestures and icons.
Beginning	Sort color-coded cards and point to the claim or reason label before speaking.
Intermediate	Say aloud the claim using the frame: "Amina should ___ because ___."
High Intermediate	Explain the importance of honesty using the frame: "___ was important because ___."
Advanced	Use oral rehearsal to refine a claim before writing a complete response.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice their ideas using these frames:
- "Amina should [confess/come clean] because [she believes honesty shows responsibility/she wants to make things right]."
- "Maya should [return/go back] because [Rusty depended on her/it was her responsibility]."
- "My claim is ___ because ___ and ___."
- Sentence Stems for Support: Post these stems so students can borrow the language while they build the idea: "I decided ___," "One reason is ___," "The passage shows ___."
- Partner Rehearsal: Have students say their claim aloud to a partner before writing, so the decision and reasons are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write a claim (decision + "because" + reasons) for argumentative prompts. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear the target thinking modeled aloud and restate it before writing.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the passage and the prompt closely, marking the words that carry the meaning.
Writing	Students build an introduction that narrows to a thesis (central idea) in writing, moving from a spoken idea to a written response.

Module 2 — Learning Destination

Module Learning Objective

Students will build a claim that starts with a decision and moves to reasons (because) to prepare for the extended constructed response (ECR).

I Will Statements

- I will build a claim that starts with a decision and moves to reasons (because).
- I will identify whether a claim is a decision or reasons.
- I will use If you have to decide, you must declare the WHY to organize my thoughts.
- I will write a claim that answers my prompt.

I Can Statements

- I can tell whether a claim is a decision or reasons.
- I can use If you have to decide, you must declare the WHY to build a claim.
- I can write a claim that answers my prompt.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- I can distinguish between a decision and reasons.
- I can use the If you have to decide, you must declare the WHY HABIT to transition from a decision to reasons.
- My claim directly answers the prompt provided.
- My claim moves logically from the decision to the reasons of the text.

Evidence That Will Demonstrate Mastery

- A completed claim draft that moves from a decision to reasons.
- The ability to categorize sentences as "decision" or "reasons" during oral rehearsal.
- The Day 5 exit ticket, in which the student writes a claim that answers a prompt based on the Cluster 6 passages.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student which claim belongs in the Argument or which reason is the strongest support. The student must still determine if a claim is a decision plus a "because" clause and must still compose a connected argument.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the claim (a decision plus "because" plus reasons) in the Argument.	Supported. The teacher may read the passage aloud twice.	The student correctly categorizes sentences as claim, reason, or evidence.
Inferential	Analyze how a reason from the passage supports the claim.	Guided on Days 1 and 2, independent by Day 5.	The student explains how evidence from "Crash" leads into the claim.
Evaluative	Judge whether an argument moves logically from a claim to reasons to evidence.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence belongs in the claim position or the evidence position.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	A teacher may focus on sentence structure when the real breakdown is understanding the argument's purpose.	Before focusing on composition, ask the student to identify the claim versus the supporting reasons.
A claim is just a "summary."	A teacher may allow any retelling of the passage to serve as the opening.	Ask, "Does this sentence declare a decision with a 'because' clause, or is it just a plot summary?"
Writing a claim is a routine task.	Because students can identify topics quickly, it may be treated as a simple matching game.	Protect the depth of the analysis. Every later module depends on students understanding this logical flow.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The claim and the reasons are the same thing.	The student writes one sentence that tries to do both jobs at once.	Use a funnel visual: Ask, "Is this sentence the wide top (claim) or the narrow bottom (reason)?"
Any sentence about the passage works as evidence.	The student picks a random detail from "Crash" to support their argument.	Ask, "Does this sentence prove the claim, or is it a specific detail that does not connect?"
A connected argument is just a list of facts.	The student writes several disconnected sentences about the passage.	Use the HABIT of checking connections: "How does sentence A lead the reader to sentence B?"

Module 2 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

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 proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can state the claim.	Claim and Decision
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 2: Supporting Claims with Reasons Through the Magnifying Process

Focus: Low stamina, ~150-word responses.

Level	Student Thinking	HABIT / Task
Recall	Define claim, reasons, evidence, and explanation.	Identify: Locate the claim, the reasons, the evidence, and the explanation within the text.
Skill	Sort claim cards and identify argumentative parts.	Categorize: Sort provided claim cards into the correct argumentative components.
Strategic	Match a claim to its supporting reasons and evidence.	Connect: Match a claim statement to its corresponding reasons and evidence.
Extended	Explain how the claim answers the prompt and revise a claim.	Analyze & Revise: Explain how the claim answers the prompt and revise a claim to improve the argumentative flow.

Teacher Script

"Class, as we work on our Module 2 writing, we are focusing on supporting our claims with strong reasons using the Magnifying Process. We start with Recall, where we simply list reasons. Then we move to Skill, where we group and sort our reasons. As we get stronger, we reach the Strategic level, where we narrow each group to its one strongest reason. Finally, we reach the Extended level, where we choose our final three reasons and prove each one with evidence. This is how we build our writing stamina!"

Oral-Rehearsal Frame: The Argumentative Connection

Teacher Script

"Let's rehearse the argumentative connection out loud before we write. First, the sentence frames: The claim states that _____. The reasons explain _____. The evidence from the passage proves _____. The explanation shows _____. And remember our HABIT — if you have to decide, you must declare the WHY."

 Teacher Script

"Now let's model with Amina. Her claim is: 'I should confess because I broke the jar and honesty shows responsibility.' The evidence is: 'I bumped the table and knocked it over. I didn't mean to.' The explanation is: 'Being honest shows responsibility.' And the passage proves: 'Being a good citizen means telling the truth, even when it feels hard.' Amina felt proud — she had made a mistake, but her honesty helped make things right."

 Teacher Script

"Let's connect it to our writing. A claim is a decision plus 'because' plus reasons. The claim answers the prompt by showing Amina made the right decision, the reasons connect the claim to the evidence from the passage, and the explanation shows why the claim matters to the reader. On the state writing assessment, you will be asked to make a claim, give reasons, cite evidence, and explain why it matters."

Module 2 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	Why you think or do something.	"One ____ Maya went back is because Rusty needed her."
choose	To pick one out of many.	"I will ____ my three strongest reasons."
group	To put things that are alike together.	"I can ____ reasons that belong together."
sort	To separate things into categories.	"I ____ my ideas into buckets."
support	To back up a claim.	"My reasons ____ my claim."
mistake	Something done incorrectly by accident.	"Maya fixed her ____ by going back."
honest	Telling the truth.	"Amina was ____ about the jar."
careful	Paying close attention so you do things right.	"A good citizen is ____ with their job."
help	To make something easier for someone.	"My evidence can ____ prove my reason."
trust	Believing someone is honest and reliable.	"Telling the truth builds ____."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	What you believe or think.	"My ____ tells my side."
thesis (central idea)	The main claim of a piece of writing.	"My ____ states my position."
argument	Ideas and reasons that support a claim.	"My ____ has three strong reasons."
brainstorm	To gather many ideas quickly.	"I ____ many reasons first."
categorize	To sort ideas into groups.	"I ____ my reasons into buckets."
narrow	To shrink a group to one best idea.	"I ____ each group to its strongest reason."
evidence	Details from a text that prove an idea.	"My ____ comes from the passage."
support	To back up a claim with reasons.	"I ____ each reason with proof."
topic sentence	The sentence that states a reason.	"Each ____ names one strong reason."
magnify	To stretch, sort, and refine thinking.	"I ____ my thinking to find the best reasons."
responsibility	Owning what you should do.	"Maya showed ____ when she returned."
citizenship	Being a helpful member of a community.	"Good ____ means doing your job carefully."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
accident	AK-suh-dent	Something that happens by chance, not on purpose.	"The broken jar was an ____."
honesty	ON-uh-stee	Telling the truth and being truthful.	"Amina showed ____ to her teacher."
shelter	SHEL-ter	A safe place that protects people or animals.	"Maya volunteered at the animal ____."
volunteer	vol-un-TEER	To help without being asked or paid.	"Maya chose to ____ on Saturdays."
rushed	RUHSHT	Did something too quickly.	"Maya ____ and forgot the food bowl."
depended	dih-PEN-did	Relied on someone for help or care.	"Rusty ____ on Maya for food."
responsibility	ri-spon-suh-BIL-uh-tee	Taking care of what you are supposed to do.	"Maya showed ____ when she went back."
citizen	SIT-uh-zun	A member of a community with rights and duties.	"A good ____ helps others."
trust	TRUHST	To believe someone is honest and reliable.	"Honesty builds ____."
mistake	mih-STAYK	Something done wrong by accident.	"Maya corrected her ____."

Module 2 — Background Knowledge and Teacher Context

In Module 2, students take the next step in argumentative writing: supporting a claim with reasons. They already know how to take a side and declare the WHY; now they learn that a claim cannot stand alone — it needs strong reasons, and those reasons need evidence.

The heart of this module is the Magnifying Process: brainstorm many reasons, group them into families, narrow each group to its one strongest idea, and choose the final three to become topic sentences. "We do not grab the first three reasons we think of — we magnify our thinking."

Both passages give students rich material to reason about. In "Crash," Amina's decision to tell the truth can be supported by reasons about honesty, responsibility, and making things right. In "The Good Citizen," Maya's decision to return to the shelter can be supported by reasons about responsibility, dependence and care, and fixing mistakes. Students then return to the text to find evidence that proves each reason.

Quick Teacher Reference - Cluster 6

Reading Focus

Students continue analyzing theme through:

- character actions
- character choices
- consequences
- lessons learned

Writing Focus

Students are building an argumentative paper by:

- deciding on a claim
- supporting the claim with three strong reasons
- selecting evidence that fits each reason
- preparing for full argument writing

Key Habit

If you have to decide, you must declare the WHY.

Magnifying Process for Reasons

- Brainstorm many possible reasons
- Group similar reasons together
- Narrow each group to one strongest idea
- Choose only three final groups to become the topic sentences or reasons

Module 2 — Materials and Module at a Glance

Materials Needed

This module is hands-on, so gather the materials before you begin. Students each need an interactive notebook and a pencil for recording their thinking. For the Magnifying Process and the Reason Buckets Blitz game, prepare sticky notes or small paper slips (for brainstorming reasons), three sorting envelopes or cups per group (the "reason buckets"), and the prompt cards, claim cards, and evidence recording sheets. Have highlighters, colored pencils, scissors, glue, chart paper, and a whiteboard on hand for grouping and modeling, along with copies of both passages and the Magnifying Process notebook template. A quick reference list follows.

Materials List

- Copies of "Crash"
- Copies of "The Good Citizen"
- Interactive notebooks
- Pencils
- Highlighters
- Sticky notes or small paper slips
- Scissors and glue
- Colored pencils or crayons
- Chart paper
- Whiteboard and markers
- "Reason Sort" envelopes or cups
- Prompt cards
- Claim cards
- Evidence recording sheets
- Magnifying Process notebook template

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Popcorn brain" hook; teach and model the four-layer Magnifying Process for building reasons.
Day 2	15	A — Attempt	Reason Buckets Blitz: brainstorm, sort, narrow, and build three strong reasons.
Day 3	15	D — Discuss + U — Use	Discuss the magnifying process, then hunt for text evidence for each reason.
Day 4	15	A — Award + T — Target	Celebrate strong-reason building and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner the magnifying process.

Module 2 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus on building strong reasons. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Magnify in Three"



Teacher Script

"Tiny Time! I will say a claim. On my signal, give me THREE quick reasons on your fingers — one, two, three — then whisper the strongest one to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Say a claim (for example, "Maya should have gone back to the shelter.").
- Students hold up three fingers, naming a quick reason on each.
- On your cue, each student whispers their strongest reason to a neighbor.
- Repeat with two or three claims, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the claim each time so the Tiny Time stays fresh all week.

Module 2 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

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

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 2 — Mentor Text Moves

Teacher Script

"Watch how I build strong reasons for a claim. I do not grab the first three reasons — I magnify my thinking."

Model Prompt: Explain if Amina should have told the truth about breaking the jar. Model Claim: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

Teacher Script

"My claim already names reasons. Now I magnify each one and find the strongest, most different three."

Part of the Argument	Example	Purpose
Claim	"Amina should have told the truth..."	The decision — the side the writer takes.
Reason 1	"...because honesty builds trust."	A strong, distinct reason that supports the claim.
Reason 2	"...because responsibility means owning your mistakes."	A second reason that stands on its own.
Reason 3	"...because telling the truth helps make things right."	A third reason, different from the first two.

Teacher Script

"Notice the three reasons are related to the claim, but each one stands on its own — no copies. That is what makes an argument strong."

When you write your extended constructed response (ECR) for Module 2, focus on building three strong, different reasons for your claim, and be ready to prove each one with evidence from the passage.

Module 2 — TRACKS: Reading the Passage for Evidence

Before students revise, they read the passage and TAP the TRACKS to find the six kinds of measurable evidence. In Module 2 this evidence becomes the raw material students reorder and clarify as they revise.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. When we have marked the TRACKS, we have the evidence we need to revise our writing with clear, well-ordered ideas."

TRACKS in "Crash"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's passage:

Letter	Category	Evidence from the Passage
T	Time	One afternoon; For a moment; Later; Soon
R	Reactions	Amina's heart started to race; Amina wondered if she should stay quiet; Amina felt proud; her honesty helped make things right
A	Actions	Amina's elbow bumped the table; the glass jar fell to the floor and broke; Diego and Mei helped pick up the papers; Jamal brought a broom
C	Character, Concept, Creature	Amina; Mrs. Ramirez; Diego; Mei; Jamal; honesty; responsibility; citizenship
K	Key Knowledge	Accidents happen; being honest shows responsibility; being a good citizen means telling the truth, even when it feels hard
S	Scenery / Setting	her classroom; the table near the window; the floor

TRACKS in "The Good Citizen"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's second passage:

Letter	Category	Evidence from the Passage
T	Time	Every Saturday morning; One busy Saturday; Later that afternoon
R	Reactions	Rusty wagged his tail wildly; Her stomach twisted with worry; Maya realized something important
A	Actions	she had never filled Rusty's food bowl; Maya jumped on her bike and pedaled as fast as she could; she quickly filled his bowl
C	Character, Concept, Creature	Maya; Rusty; responsibility; citizenship
K	Key Knowledge	others depended on her; being a good citizen meant doing your job carefully; trusting her to take care of him
S	Scenery / Setting	the small dog shelter at the edge of town; the kennels; the park

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] The class had been studying how plants grow. Earlier that week, students had planted seeds and recorded observations in their science journals. Some plants had grown taller than others, and everyone was excited to see the changes. Mrs. Ramirez had placed the glass jar near the window so the plant could get plenty of sunlight.

[3] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. They were creating posters that showed the parts of a plant. Diego was drawing roots, Mei was labeling the stem, and Jamal was coloring the leaves. Amina carefully wrote facts about how plants need water and sunlight to survive.

[4] Everyone was focused on the project. The classroom was unusually quiet except for the sound of pencils scratching on paper and pages turning in notebooks. Mrs. Ramirez walked around the room, checking on each group and answering questions.

[5] While reaching for a green marker, Amina's elbow bumped the table.

[6] Crash!

[7] The glass jar fell to the floor and broke.

[8] For a moment, the room became completely silent.

[9] Amina's heart started to race. Everyone turned to look at the broken jar. Soil had spilled across the floor, and the small plant lay beside the pieces of glass. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

[10] She looked around the room. Some students were staring at the mess. Others were looking at Mrs. Ramirez. Amina felt nervous. She knew the plant had been part of the class project, and she did not want anyone to be upset with her.

[11] Mrs. Ramirez walked over and looked at the mess on the floor.

[12] "Does anyone know what happened?" she asked calmly.

[13] Amina lowered her eyes and thought about what to do. She remembered a lesson her parents often talked about at home. They always said that telling the truth was important, even when it was difficult. She also remembered reading a story about a character who admitted a mistake and worked to fix it.

[14] For a few seconds, Amina considered staying silent. Maybe someone would think the jar had simply fallen on its own. Maybe the class would move on without knowing what had happened.

[15] But deep down, Amina knew that was not the right choice.

[16] She took a deep breath and raised her hand.

[17] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[18] Mrs. Ramirez smiled kindly.

[19] “Thank you for telling the truth, Amina,” she said. “Accidents happen, but being honest shows responsibility.”

[20] Amina felt relieved. Mrs. Ramirez was not angry. Instead, she seemed proud that Amina had admitted what happened.

[21] Several classmates nodded in agreement.

[22] “That could have happened to anyone,” Diego said.

[23] “We were all reaching for supplies,” added Mei.

[24] Jamal smiled. “I’m glad you told the truth.”

[25] Diego and Mei helped pick up the papers while Jamal brought a broom. Mrs. Ramirez carefully swept the broken glass into a dustpan. Together, the students worked to clean the area. Soon the floor was clean again.

[26] Mrs. Ramirez then helped the class place the plant into a new container. Although a few leaves had bent, the plant was still healthy.

[27] “Looks like our plant will be okay,” she said.

[28] The class cheered.

[29] After everyone returned to work, Mrs. Ramirez gathered the students together for a short discussion.

[30] “What can we learn from what happened today?” she asked.

[31] Several hands went up.

[32] “We should be careful around projects,” one student said.

[33] “We should help clean up accidents,” said another.

[34] Mrs. Ramirez nodded.

[35] “Those are good answers,” she said.

[36] Later, Mrs. Ramirez said to the class, “Being a good citizen means telling the truth, even when it feels hard. Honesty helps people trust one another. When we make mistakes, we should take responsibility and try to make things right.”

[37] The students listened carefully.

[38] Amina thought about everything that had happened. At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem. Her classmates had worked together, the plant had been saved, and the classroom was back to normal.

[39] Amina felt proud. She had made a mistake, but her honesty helped make things right. As she packed up her supplies at the end of the day, she smiled. She knew she would remember this lesson for a long time.

[40] Sometimes doing the right thing is not easy. Sometimes it takes courage to admit a mistake. But Amina learned that honesty, responsibility, and helping others are important

parts of being a good citizen.

Student Annotation Guide — Crash

T — Time

One afternoon; Earlier that week; For a moment; For a moment; For a few seconds; Maybe the class would move on without knowing what had happened.; Soon; After everyone returned to work; Later; at the end of the day

R — Reactions

Amina loved helping in her classroom.; everyone was excited to see the changes.; Everyone was focused on the project.; Crash!; the room became completely silent.; Amina’s heart started to race.; Everyone turned to look at the broken jar.; Amina wondered if she should stay quiet.; Amina felt nervous.; she did not want anyone to be upset with her.; she asked calmly.; Maybe someone would think the jar had simply fallen on its own.; Mrs. Ramirez smiled kindly.; Amina felt relieved.; Mrs. Ramirez was not angry.; she seemed proud that Amina had admitted what happened.; Several classmates nodded in agreement.; “That could have happened to anyone,”; Diego said.; “We were all reaching for supplies,”; added Mei.; Jamal smiled.; “Looks like our plant will be okay,”; she said.; The class cheered.; she asked.; Mrs. Ramirez nodded.; “Those are good answers,”; At first, she had felt scared and embarrassed.; She worried about getting in trouble.; Amina felt proud.; she smiled.

A — Actions

asked the students to work quietly on a science project about plants.; students had planted seeds and recorded observations in their science journals.; Mrs. Ramirez had placed the glass jar near the window; Diego, Mei, Jamal, and Amina shared markers and paper.; They were creating posters that showed the parts of a plant.; Diego was drawing roots, Mei was labeling the stem, and Jamal was coloring the leaves.; Mrs. Ramirez walked around the room, checking on each group and answering questions.; While reaching for a green marker, Amina’s elbow bumped the table.; The glass jar fell to the floor and broke.; She looked around the room.; Mrs. Ramirez walked over and looked at the mess on the floor.; Amina lowered her eyes and thought about what to do.; Amina considered staying silent.; She took a deep breath and raised her hand.; Diego and Mei helped pick up the papers while Jamal brought a broom.; Mrs. Ramirez carefully swept the broken glass into a dustpan.; Together, the students worked to clean the area.; Mrs. Ramirez then helped the class place the plant into a new container.; Mrs. Ramirez gathered the students together for a short discussion.; Several hands went up.; “We should help clean up accidents,”; The students listened carefully.; Her classmates had worked together; she packed up her supplies

C — Character/Concept/Creature

a small glass jar with a young plant growing inside.; Although a few leaves had bent, the plant was still healthy.; the plant had been saved

K — Key Knowledge

The class had been studying how plants grow.; so the plant could get plenty of sunlight.; Amina carefully wrote facts about how plants need water and sunlight to survive.; No one had seen exactly what happened.; She knew the plant had been part of the class project; “Does anyone know what happened?”; They always said that telling the truth was important, even when it was difficult.; She also remembered reading a story about a character who admitted a mistake and worked to fix it.; Amina knew that was not the right choice.; “I’m sorry, Mrs. Ramirez,”; “Thank you for telling the truth, Amina,”; “Accidents happen, but being honest shows responsibility.”; “I’m glad you told the truth.”; “What can we learn from what happened today?”; “We should be careful around projects,”; one student said.; said another.; she said.; Honesty helps people trust one another.; When we make mistakes, we should take responsibility and try to make things right.; However, telling the truth had helped solve the problem.; She had made a mistake, but her honesty helped make things right.; She knew she would remember this lesson for a long time.; Sometimes doing the right thing is not easy.; Sometimes it takes courage to admit a mistake.; Amina learned that honesty, responsibility, and helping others are important parts of being a good citizen.

S — Scenery/Setting

On the table near the window; The classroom was unusually quiet; the sound of pencils scratching on paper and pages turning in notebooks.; Soil had spilled across the floor, and the small plant lay beside the pieces of glass.; Some students were staring at the mess.; the floor was clean again.; the classroom was back to normal.

TRACKS EVIDENCE HIGHLIGHTING — Crash

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[17] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[18] Mrs. Ramirez smiled kindly.

[19] “Thank you for telling the truth, Amina,” she said. “Accidents happen, but being honest shows responsibility.”

[20] Amina felt relieved. Mrs. Ramirez was not angry. Instead, she seemed proud that Amina had admitted what happened.

[21] Several classmates nodded in agreement.

[22] “That could have happened to anyone,” Diego said.

[23] “We were all reaching for supplies,” added Mei.

[24] Jamal smiled. “I’m glad you told the truth.”

[25] Diego and Mei helped pick up the papers while Jamal brought a broom. Mrs. Ramirez carefully swept the broken glass into a dustpan. Together, the students worked to clean the area. Soon the floor was clean again.

[26] Mrs. Ramirez then helped the class place the plant into a new container. Although a few leaves had bent, the plant was still healthy.

[27] “Looks like our plant will be okay,” she said.

[28] The class cheered.

[29] After everyone returned to work, Mrs. Ramirez gathered the students together for a short discussion.

[30] “What can we learn from what happened today?” she asked.

[31] Several hands went up.

[32] “We should be careful around projects,” one student said.

[33] “We should help clean up accidents,” said another.

[34] Mrs. Ramirez nodded.

[35] “Those are good answers,” she said.

[36] Later, Mrs. Ramirez said to the class, “Being a good citizen means telling the truth, even when it feels hard. Honesty helps people trust one another. When we make mistakes, we should take responsibility and try to make things right.”

[37] The students listened carefully.

[38] Amina thought about everything that had happened. At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem. Her classmates had worked together, the plant had been saved, and the classroom was back to normal.

[39] Amina felt proud. She had made a mistake, but her honesty helped make things right. As she packed up her supplies at the end of the day, she smiled. She knew she would remember this lesson for a long time.

[40] Sometimes doing the right thing is not easy. Sometimes it takes courage to admit a mistake. But Amina learned that honesty, responsibility, and helping others are important

parts of being a good citizen.

PASSAGE 2 — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter cared for many different dogs. Some were young puppies, while others were older dogs. Each animal had a different story. Some had been found wandering alone, and others had been brought to the shelter by families who could no longer care for them. The workers at the shelter hoped each dog would eventually find a loving home.

[3] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[4] Maya enjoyed every part of her work. She liked seeing the dogs run and play outside. She also enjoyed teaching them simple commands and rewarding them with treats. Sometimes families visited the shelter looking for a pet. Maya loved watching the dogs meet new people and hoped they would find homes.

[5] The shelter manager often thanked Maya for her help.

[6] "Volunteers make a big difference," she told Maya one morning. "The dogs depend on people like you."

[7] Maya smiled whenever she heard that. She knew her work mattered.

[8] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise.

[9] Rusty followed her everywhere that morning. He chased a ball across the yard and barked happily when Maya tossed it. After a few minutes, Maya looked at the clock again. She realized she was running late.

[10] Trying to finish quickly, she completed the rest of her tasks and put away the supplies. When she finished, she waved goodbye to Rusty and rode her bike home.

[11] As she pedaled toward her house, Maya thought about the fun she would have at the park. Her friends were planning to play games and ride their bikes. She was excited to join them.

[12] Later that afternoon, Maya suddenly froze.

[13] A terrible thought rushed into her mind.

[14] She remembered filling the water bowls.

[15] She remembered cleaning the kennels.

[16] She remembered taking the dogs outside.

[17] But she could not remember filling Rusty's food bowl.

[18] Her stomach twisted with worry.

[19] Rusty had been waiting for her, trusting her to take care of him.

[20] Maya tried to convince herself that maybe someone else had fed him. But the more she thought about it, the more certain she became. In her hurry, she had forgotten one of her most important jobs.

[21] Maya felt terrible.

[22] She knew Rusty depended on her.

[23] Without wasting another second, Maya jumped on her bike and pedaled as fast as she could back to the shelter.

[24] The ride seemed much longer than usual. As she raced down the sidewalk, she kept thinking about Rusty. She hoped he was okay.

[25] When Maya arrived at the shelter, she hurried inside.

[26] Rusty wagged his tail the moment he saw her.

[27] Maya quickly grabbed the food container, filled his bowl, and set it down in front of him.

[28] Rusty eagerly began eating.

[29] A wave of relief washed over Maya.

[30] She sat beside Rusty and gently patted his head.

[31] "I'm sorry, Rusty," she whispered.

[32] The puppy looked up at her for a moment and then continued eating.

[33] As she sat beside him, Maya realized something important. Being a good citizen meant doing your job carefully, especially when others depended on you. It was not enough to simply finish a task. A person had to do the task well and make sure it was completed correctly.

[34] Maya thought about how easy it had been to become distracted. She had been so focused on getting to the park that she forgot about her responsibility at the shelter.

[35] The shelter manager walked over and noticed Maya sitting with Rusty.

[36] "Everything okay?" she asked.

[37] Maya nodded.

[38] "I forgot to feed Rusty before I left," Maya admitted. "I came back as soon as I remembered."

[39] The shelter manager smiled kindly.

[40] "That was the right thing to do," she said. "Everyone makes mistakes. What matters is taking responsibility and fixing them."

[41] Maya felt proud of returning to the shelter.

[42] She knew it would have been easier to ignore her mistake. Instead, she chose to come back and make things right.

[43] Before leaving, Maya checked all of her responsibilities one more time. She made sure the dogs had water, the kennels were clean, and the supplies were put away.

[44] Then she said goodbye to Rusty.

[45] As Maya rode home again, she thought about everything she had learned that day.

[46] Good citizens are honest.

[47] Good citizens are responsible.

[48] Good citizens keep their promises and help others.

[49] Most importantly, good citizens understand that their actions affect those around them.

[50] Rusty was counting on her, and next time, she would not forget.

Student Annotation Guide — The Good Citizen

T — Time

Every Saturday morning; every time Maya walked in; Sometimes families visited the shelter; often; one morning; whenever she heard that; One busy Saturday; later; that morning; that morning; After a few minutes; When she finished; Later that afternoon; the more she thought about it; Without wasting another second; When Maya arrived at the shelter; the moment he saw her; for a moment; As she sat beside him; Before leaving; Then; As Maya rode home again; next time

R — Reactions

Maya loved dogs; so they felt loved and safe; Maya enjoyed every part of her work; Maya loved watching the dogs meet new people; thanked Maya for her help; Maya smiled; Maya rushed through her chores; barked happily; Maya thought about the fun she would have at the park; She was excited to join them; Maya suddenly froze; A terrible thought rushed into her mind; Her stomach twisted with worry; trusting her to take care of him; Maya tried to convince herself; Maya felt terrible; she kept thinking about Rusty; She hoped he was okay; Rusty wagged his tail; A wave of relief washed over Maya; "I'm sorry, Rusty,"; Maya thought about how easy it had been to become distracted; noticed Maya sitting with Rusty; "Everything okay?"; Maya nodded; The shelter manager smiled kindly; Maya felt proud

A — Actions

Maya rode her bike to the small dog shelter; volunteering gave her the chance to help animals; Some had been found wandering alone; others had been brought to the shelter by families; Rusty wagged his tail wildly; She filled the water bowls; measured the dog food; cleaned the kennels; spent time playing with the dogs; seeing the dogs run and play outside; teaching them simple commands; rewarding them with treats; looking for a pet; she kept checking the clock; She swept the floor; cleaned the cages; took several dogs outside for exercise; He chased a ball across the yard; when Maya tossed it; Maya looked at the clock again; Trying to finish quickly; she completed the rest of her tasks; put away the supplies; she waved goodbye to Rusty and rode her bike home; were planning to play games and ride their bikes; Maya jumped on her bike and pedaled as fast as she could back to the shelter; she hurried inside; Maya quickly grabbed the food container; filled his bowl; set it down in front of him; Rusty eagerly began eating; She sat beside Rusty and gently patted his head; she whispered; continued eating; walked over; "I came back as soon as I remembered."; returning to the shelter; she chose to come back and make things right; Maya checked all of her responsibilities one more time; She made sure the dogs had water; the kennels were clean; the supplies were put away; she said goodbye to Rusty

C — Character/Concept/Creature

Maya; the small dog shelter; animals who were waiting for homes; many different dogs; young puppies; older dogs; families who could no longer care for them; Her favorite dog at the shelter was a brown and white puppy named Rusty; a brown and white puppy named Rusty; The shelter manager; "Volunteers make a big difference,"; Rusty followed her everywhere; Her friends; The puppy; The shelter manager; Rusty

K — Key Knowledge

The shelter was part of a community program; taught students about responsibility and good citizenship; Each animal had a different story; The workers at the shelter hoped each dog would eventually find a loving home; Maya's job was simple but important; hoped they would find homes; "The dogs depend on people like you."; She knew her work mattered; She had promised to meet her friends at the park later; She realized she was running late; She remembered filling the water bowls; She remembered cleaning the kennels; She remembered taking the dogs outside; she could not remember filling Rusty's food bowl; Rusty had been waiting for her; maybe someone else had fed him; the more certain she became; she had forgotten one of her most important jobs; She knew Rusty depended on her; Maya realized something important; Being a good citizen meant doing your job carefully; especially when others depended on you; It was not enough to simply finish a task; A person had to do the task well; make sure it was completed correctly; She had been so focused on getting to the park; she forgot about her responsibility at the shelter; "I forgot to feed Rusty before I left,"; "That was the right thing to do,"; What matters is taking responsibility and fixing them; She knew it would have been easier to ignore her mistake; she thought about everything she had learned that day; Good citizens are honest; Good citizens are responsible; Good citizens keep their promises and help others; Most importantly, good citizens understand that their actions affect those around them; was counting on her; she would not forget

S — Scenery/Setting

at the edge of town; outside; across the yard; As she pedaled toward her house; The ride seemed much longer than usual; down the sidewalk

TRACKS EVIDENCE HIGHLIGHTING — The Good Citizen

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🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

"Today, I want you to imagine that your brain is full of popcorn.

Yes—popcorn.

Pop, pop, pop—ideas are flying everywhere.

Some ideas are big.

Some ideas are tiny.

Some ideas belong together.

Some ideas do not.

If we try to write with all the popcorn flying around, our writing gets messy.

So today, we are going to do something very important.

We are going to catch the ideas... sort the ideas... and choose the strongest ones."

★ Daily Deck Slide

Claim first. Reasons next. Strong reasons win.

 Teacher Script

*"If you have to decide, you must declare the WHY.
But after you declare the WHY... you must support your thinking.
And that means you need reasons.
Not random reasons. Not repeated reasons. Strong reasons.
Today we are going to magnify our thinking until we find the three best reasons to support a claim."*

REVEAL **Teacher Script**

"Let's quickly review what we already know."

 Daily Deck Slide

Analyze the prompt. Decide your side. Write a claim with "because." Support the claim with reasons.

 Teacher Script

*"In argumentative writing, the thesis (central idea) is often called a claim.
The claim tells what side you are taking.
But the claim cannot stand alone. It needs support. That support comes from reasons."*

 Daily Deck Slide

If you have to decide, you must declare the WHY.

 Teacher Script

"And when you declare the WHY, you need reasons that prove your side."

Model Prompt

Prompt: Explain if Amina should have told the truth about breaking the jar.

Model Claim: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

 Teacher Script

*"That claim already has reasons in it.
But what if our brain is not ready with three strong reasons yet?
That is why we use the magnifying process."*

Teach the Magnifying Process

★ Daily Deck Slide

On chart paper — Magnifying Process (Anchor Chart):

Layer	What We Do
Layer 1	Brainstorm many reasons.
Layer 2	Group the reasons.
Layer 3	Narrow each group to one strong idea.
Layer 4	Choose the final three groups to become topic sentences.

🔊 Teacher Script

*"We do not grab the first three reasons we think of.
We magnify our thinking.
That means we stretch it out, sort it, and refine it."*

Teacher Modeling — Full Magnifying Process

Prompt: Explain if Maya should have returned to the shelter to feed Rusty.

Claim: Maya should have returned to the shelter because responsibility matters, others depended on her, and fixing mistakes is important.

Layer 1 — Brainstorm Many Reasons

🔊 Teacher Script

*"At Layer 1, we brainstorm a lot.
We are not judging yet.
We are gathering."*

★ Daily Deck Slide

— Possible reasons:

- Rusty depended on her
- It was her job
- She forgot his food
- Good citizens fix mistakes
- Animals need care
- She made a promise
- Responsibility means doing your job

- She felt guilty
- She knew it was wrong
- Others count on volunteers
- She wanted to make it right
- Carelessness can hurt others

**Teacher Script**

"This is the messy layer. That's okay."

Layer 2 — Group the Reasons**Teacher Script**

"Now we sort the reasons into like groups."

**Daily Deck Slide**

- Group 1: Responsibility — It was her job; Responsibility means doing your job; Others count on volunteers
- Group 2: Dependence / Care — Rusty depended on her; Animals need care; Carelessness can hurt others
- Group 3: Mistakes / Repair — She forgot his food; Good citizens fix mistakes; She wanted to make it right; She knew it was wrong; She felt guilty

**Teacher Script**

*"Now our ideas are no longer scattered.
They are living in families."*

Layer 3 — Narrow Each Group**Teacher Script**

"Now we shrink each group down to one strongest idea."

**Daily Deck Slide**

- Group 1 narrows to: Being responsible means finishing your job carefully.
- Group 2 narrows to: Others depended on Maya to take care of Rusty.
- Group 3 narrows to: Fixing mistakes is part of being a good citizen.

Layer 4 — Choose the Final Three

Teacher Script

*“Now we ask: which three groups are strongest?
In this case, all three groups are useful.
These become our final topic sentences or reasons.”*

Daily Deck Slide

- One reason Maya should have returned to the shelter was that responsibility means finishing your job carefully.
- Another reason Maya should have returned was that Rusty depended on her for care.
- A final reason Maya should have returned was that good citizens fix mistakes and make things right.

Teacher Script

“Now we have three strong reasons that support the claim.”

Daily Deck Slide

Magnify your thinking: brainstorm, group, narrow, choose the final three.

Essential Question

How can a writer use the magnifying process to turn a claim into three strong supporting reasons?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: Reason Buckets Blitz

Purpose of the Game: Students will use the magnifying process to turn a claim into three strong supporting reasons. This game is different from the activities we have done before because students will brainstorm on slips, physically sort ideas into buckets or envelopes, narrow them down, and build final reason sentences in a fast-paced sorting challenge. It is active, hands-on, and centered on grouping and selecting ideas.

Materials per group: 1 prompt card, 1 claim card, 12-15 blank reason slips or sticky notes, 3 sorting envelopes/cups ("reason buckets"), 1 "Final 3 Reasons" recording sheet, interactive notebook.

🔊 Teacher Script

"Today you are going to play Reason Buckets Blitz. You will not be racing across a board. You will be racing to organize your thinking. You will catch ideas, sort them into buckets, shrink them down, and build strong reasons. If you have to decide, you must declare the WHY. And after you declare the WHY... you must support the WHY."

★ Daily Deck Slide

Catch the ideas. Sort them. Shrink them. Build strong reasons.

How to Play, Step by Step

Step 1 — Draw a prompt card and a matching claim card.

Step 2 — Record the prompt and the claim in the interactive notebook. Before the group begins, every student writes the prompt and the claim. ("Your notebook is your thinking record. Do not skip this step. You need to see the claim you are supporting.")

Step 3 — Layer 1, Brainstorm: each student writes as many possible reasons as they can on separate slips. ("One idea per slip. Do not judge the ideas yet. Just gather. Write fast and think wide.") Rule: every group must create at least 9 reason slips before moving on.

Examples for Amina Prompt:

- telling the truth builds trust
- honesty matters
- mistakes should be admitted
- responsibility means owning actions
- the teacher asked what happened
- staying quiet would be dishonest
- honesty helps solve the problem
- good citizens tell the truth
- lies can make things worse
- telling the truth shows courage

Step 4 — Layer 2, Group: students place similar reason slips into buckets or envelopes. ("Now you are sorting your thinking families. If two ideas sound alike, they probably belong together. Your buckets are not random. Each bucket should represent a bigger idea.")

Example Buckets for Amina:

- Bucket 1: Honesty / Trust — telling the truth builds trust; honesty matters; good citizens tell the truth
- Bucket 2: Responsibility / Owning Mistakes — responsibility means owning actions; mistakes should be admitted; telling the truth shows courage
- Bucket 3: Solving Problems / Making Things Right — honesty helps solve the problem; lies can make things worse; staying quiet would be dishonest

Step 5 — Record the bucket titles in the interactive notebook: students make 3 columns and label each bucket. ("Do not just sort physically. Sort on paper too. That helps your brain remember the groups.")

Step 6 — Layer 3, Narrow: students look at each bucket and choose only one strongest idea from that group. ("This is the hard thinking. You must ask: What is the one best idea in this group? Do not keep all the slips. Choose the strongest.")

Example Narrowed Ideas:

- Honesty builds trust
- Responsibility means owning your mistakes
- Telling the truth helps make things right

Step 7 — Layer 4, Choose the final three: students decide if their three narrowed ideas are strong enough and different enough. ("Your final three reasons must not sound like copies of each other. They should be related to the claim, but each one should stand on its own. If two reasons sound too similar, combine them and choose another stronger one.")

Step 8 — Turn the final three into topic sentences: students write the three final reasons as full sentences in their interactive notebooks, using the stems "One reason ___ is because...", "Another reason ___ is because...", "A final reason ___ is because..."

Example Final Topic Sentences:

- One reason Amina should have told the truth is because honesty builds trust.
- Another reason Amina should have told the truth is because responsibility means owning your mistakes.
- A final reason Amina should have told the truth is because telling the truth helps make things right.

Step 9 — Group Share Check: groups read their three reasons aloud. The class or teacher checks: Do the reasons support the claim? Are they clear? Are they different enough from each other?

Prompt Cards

Print, cut apart, and store in the Practice Pocket; reuse as a Forgetting Interrupted Activity.

#	Argumentative Prompt Card
1	Explain if Amina should have told the truth about breaking the jar.
2	Explain whether or not Maya should have returned to the shelter to feed Rusty.
3	Explain if Maya acted like a good citizen at the end of the story.
4	Explain whether or not Amina showed responsibility when she admitted the accident.
5	Explain if students should fix mistakes when others depend on them.
6	Explain whether or not honesty is more important than avoiding trouble.



Claim Cards

#	Matching Claim Card
1	Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
2	Maya should have returned to the shelter because responsibility matters, others depended on her, and fixing mistakes is important.
3	Maya acted like a good citizen because she corrected her mistake, cared for Rusty, and learned from her actions.
4	Amina showed responsibility because she admitted what happened, accepted her mistake, and helped make things right.
5	Students should fix mistakes because responsibility matters, others can be affected, and good citizens correct problems.
6	Honesty is more important than avoiding trouble because truth builds trust, responsibility matters, and mistakes must be handled correctly.

Answer Key Guidance

A strong set of reasons should: match the claim; be clearly different from each other; be broad enough to support with evidence; and not be repeated or vague.

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

Teacher Script

"Let's talk about what happened in your thinking. You did not just make a list. You magnified your reasons."

Teacher Script

"Ask each question, take student responses, then confirm with the teacher response."

Question 1: "Why can't we just use the first three reasons we think of?" (Students: "They might not be the best." / "They might repeat." / "We need stronger reasons.") Teacher response: "Yes. Good writers choose, not just grab."

Question 2: "How did grouping help your brain?" (Students: "It helped me see similar ideas." / "It made things less messy." / "It helped me find the big ideas.") Teacher response: "Exactly. Grouping helps your brain organize the thinking."

Question 3: "What makes a strong final reason?" (Students: "It supports the claim." / "It can be proven with evidence." / "It is not too small.") Teacher response: "Yes. Strong reasons are clear, supportable, and different from one another."

Question 4: "What is the difference between brainstorming and narrowing?" (Students: "Brainstorming is wide." / "Narrowing is choosing the strongest." / "Brainstorming gathers; narrowing selects.") Teacher response: "That is powerful language. Gathering and selecting are different jobs."

Question 5: "Why is the magnifying process helpful for argumentative writing?" (Students: "It helps us support our claim." / "It helps us find the best reasons." / "It keeps our writing organized.") Teacher response: "Yes. When your reasons are strong, your whole argument becomes stronger."

USE (Independent Practice) — Interactive Notebook Activity: Evidence Hunt for the Final Three

Purpose: Students now use their three final reasons to select textual evidence that supports each one. This is the second part of the lesson: after students build strong reasons, they must prove them.

Teacher Script

"Now that you have your three reasons, you must prove them. Reasons are not enough. They need support. So now you are going on an evidence hunt."

Notebook setup: students create a three-column chart — Final Reason | Textual Evidence | Why It Fits.

Directions: copy each of your three final reasons into the first column; go back to the passage; find one piece of textual evidence that supports each reason; write it in the second column; in the third column, explain in a short phrase why the evidence fits.

Teacher Modeling Example (Amina):

Final Reason	Textual Evidence	Why It Fits
Honesty builds trust.	Mrs. Ramirez said, "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."	This shows telling the truth was valued and connected to trust and responsibility.
Responsibility means owning your mistakes.	"I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over."	This shows Amina taking responsibility for what happened.
Telling the truth helps make things right.	"Soon the floor was clean."	Once Amina admitted what happened, the class was able to fix the problem.

Answer Key Guidance

A good evidence choice should: directly connect to the reason; come from the passage; help prove the claim; and not repeat the same idea for all three reasons.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(E)(i)-(ii)	write formal or informal text using conventions and grammatical structures

AWARD

🔊 Teacher Script

"Today you did real writer work. You did not just pick reasons. You built them. You sorted them. You strengthened them. And then you found proof for them. That is powerful thinking."

🔊 Teacher Script

"Recognize students for the magnifying work this week. Award one of these titles and have students record the one they earned."

Recognition Ideas:

- Reason Builder
- Claim Supporter
- Magnifying Master
- Evidence Hunter
- Strong Thinking Star

Notebook Reflection: "I am proud that I..."

TARGET

🔊 Teacher Script

"Now it is time to sharpen your next step."

Reflection Questions:

- Did I brainstorm enough ideas?
- Did I group similar reasons clearly?
- Did I choose reasons that are different from each other?
- Can each reason be supported with evidence?
- Did I pick the strongest three?

Curiosity Questions:

- Can two people have the same claim but different reasons?
- Why do stronger reasons make stronger arguments?
- What happens when evidence does not match the reason?
- How do reasons help reveal theme?

 Daily Deck Slide

Strong reasons win: brainstorm, group, narrow, prove.

Essential Question

How can a writer check that each of their three reasons is strong, different, and supported by evidence?

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Turn and teach someone how the magnifying process works."

Sentence Frames:

- "Layer 1 is..."
- "Layer 2 is..."
- "Layer 3 is..."
- "Layer 4 is..."
- "A strong reason must..."

Teacher Listen-Fors: students should explain brainstorming many reasons, grouping them into families, narrowing groups to the strongest ideas, selecting the final three, and using evidence to support them.



Daily Deck Slide

Teach the magnifying process: brainstorm, group, narrow, choose, prove.

Embedded Check for Understanding

Teacher Script

"I will name a step. Show me: brainstorm = wiggle all ten fingers (many ideas); group = bring your hands into a few fists (families); narrow = pinch to one finger (strongest); prove = tap your palm (evidence). Ready?"

Teacher Script

"Name a step out of order and watch students respond; ask one student to explain why each step matters."

Closing Teacher Script

Teacher Script

*"Today you learned that strong arguments are not built from random reasons. They are built through magnified thinking.
If you have to decide, you must declare the WHY. And once you declare the WHY... you must support it with reasons that are strong enough to stand."*

Module 2 — Low, Medium, and High Exemplars

Prompt: In “Crash,” should Amina have told Mrs. Ramirez what happened? Explain your answer.

Low Exemplar

- Student Response: “Amina should have told the truth.”
- What Is Working: The student picks a side.
- Teacher Notes: The HABIT (“If you have to decide, you must declare the WHY”) is not followed. There is no “because” and no reasons. The claim is only a decision with no WHY.
- What Needs Improvement: State a claim that includes a decision + “because” + reasons.

Medium Exemplar

- Student Response: “Amina should have told the truth because being honest shows responsibility.”
- What Is Working: The student makes a claim with a “because” and gives one reason.
- Teacher Notes: The claim follows the HABIT, but only one reason is given and no evidence from “Crash” is quoted. the state writing assessment rubric expects at least two reasons with passage evidence.
- What Needs Improvement: Add a second reason and quote evidence from “Crash” to support each reason.

High Exemplar

- Student Response: “Amina should have told the truth because honesty builds trust and honesty helps make things right. In “Crash,” Amina “wondered if she should stay quiet” but “raised her hand” and said, “I bumped the table and knocked it over.” Mrs. Ramirez “smiled kindly” and said, “Accidents happen, but being honest shows responsibility.” Amina “felt proud” and “her honesty helped make things right.”
- What Is Working: The claim follows the HABIT—decision + “because” + two reasons—and each reason is supported with quoted evidence from “Crash.”
- Teacher Notes: The claim, reasons, evidence, and explanation are all present. This meets the state writing assessment expectation for an argumentative response.

Module 2 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can construct an argumentative claim (decision + "because" + reasons) using a Claim, an Evidentiary Bridge, and an Explanation.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, claim cards, reason cards, evidence cards, and the Cluster 6 passage.
Related TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) develop drafts by developing an engaging idea with relevant details
Task	Students perform a formative check by labeling cards and a final independent task by writing an argumentative claim.
Expected Response	Students identify the decision and supporting reasons, then combine them into a claim that declares the WHY.

Informal Assessment

During the lesson, observe students during the card-matching activity. Listen for students as they explain why a card is a "decision" (the claim) versus a "reason" (the because clause). Check to see if students can orally rehearse the transition between a claim and its supporting evidence before writing.

Formative Assessment

The Day 3 independent practice serves as the formative check. Students will be given one claim card and one reason card. They must label each card, explain their reasoning, and then combine the matched pair into a two-sentence argumentative claim.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Claim	Must state a clear decision (the WHAT).
Evidentiary Bridge	Must name the passage.
Explanation	Must directly answer the prompt.
Reason Flow	Sentences must move from claim to reasons.

Prompt	Prompt Type	Expected Claim
Should Amina have confessed about the broken jar?	SHOULD	Amina should have confessed because honesty builds trust and shows responsibility.

 Answer Key

Teacher Note: For the independent task, ensure students are focusing on low-stamina responses (~150-word target for later modules) by mastering the claim structure now.

Oral-Rehearsal Frame for Students: "In the passage [Passage Title], the author discusses [Decision/Claim]. [Author/Subject] [Reason/Action], which shows that [Explanation/Answer to Prompt]."

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can identify a claim (a decision + "because" + reasons) in the passage.
- Visual/Physical — Attempt — Sort It: Students sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."
- Written — Discuss/Use — One-Sentence Summary: Students write the claim for the passage in a single sentence.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 2 — Intervention: Pick, Sort, Shrink

Field	Detail
Purpose	Support students who feel overwhelmed generating many reasons on their own.
Relevant TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to persuade with detail

Teacher Script

"We are going to make the magnifying process smaller and easier. You do not have to do the whole thing at once. You will pick, sort, and shrink."

Materials: prewritten reason slips for one prompt; 3 sorting circles or boxes; interactive notebook mini-chart.

Directions:

1. The teacher gives students a set of 9 prewritten reason slips.
2. Students read each slip aloud.
3. Students sort the slips into 3 like groups.
4. Students cross out the weakest reason in each group.
5. Students keep only the strongest idea from each group.
6. Students write those 3 ideas as full reason sentences in the notebook.

Example prompt: Explain if Maya should have returned to the shelter to feed Rusty.
 Prewritten reason slips: Rusty depended on her; it was her job; good citizens fix mistakes; animals need care; responsibility matters; she wanted to make things right; others trusted her; she forgot his food; carelessness can hurt others.

Possible Final Reasons:

- One reason Maya should have returned is because responsibility means doing your job carefully.
- Another reason Maya should have returned is because Rusty depended on her for care.
- A final reason Maya should have returned is because good citizens fix mistakes and make things right.

Support Sentence Frames: "One reason ____ is because..." / "Another reason ____ is because..." / "A final reason ____ is because..."

Module 2 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to define the scope of the argumentative topic.	Students say "broad" while stretching arms wide or "specific" while making a small focus shape.	Students use the wrong hand gesture for the scope.	Model the physical movement: stretch arms wide for broad; make a small shape for specific.
Ask students to identify the components of a claim (decision + "because" + reasons).	Students identify the decision (e.g., "Amina was responsible"), the word "because," and the reasons (e.g., "she confessed even though no one saw what happened").	Students identify the decision but cannot state the reasons.	Point to the claim frame and ask, "What is the decision? What are the reasons? Did you say 'because'?"
Ask students to explain how a claim connects to a passage detail.	Students explain how the claim "Amina was responsible because she raised her hand and said 'I bumped the table'" connects to the passage detail "Amina took a deep breath and raised her hand."	Students simply place the card without explaining the connection.	Ask students to explain every sort; do not allow them to just place the card.

Student Support Quick Reference

If a student...	Support to Provide
Struggles with scope	Use the physical HABIT: stretch arms wide for "broad" and make a small focus shape for "specific."
Forgets the claim structure	Keep the claim frame (decision + "because" + reasons) visible on the board at all times.
Cannot connect ideas to text	Use the frame: "The [passage detail] shows [claim] because..." to connect a specific claim to a passage detail.
Masters quickly	Route to Module 2 enrichment.

Module 2 — Enrichment Activity (Expanded): Stronger Than Mine?

Field	Detail
Purpose	To challenge students to evaluate the quality of reasons and improve weak argument support.
Relevant TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 12C(ii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to persuade with detail

Teacher Script

"You are ready for next-level thinking.

Now you will not only build reasons...

You will judge reasons.

You will decide which reasons are weak, which are strong, and which are strongest."

Task

Students receive one prompt and two sets of possible reasons:

- Set A = weak or repetitive reasons
- Set B = stronger reasons

Students compare the two sets. Students explain which set better supports the claim and why. Students then revise one weak reason into a stronger one. Students finish by finding evidence for the stronger version.

Example Prompt

Explain if Amina should have told the truth about breaking the jar.

Set A - Weak Reasons

- because telling the truth is good
- because she broke it
- because honesty is nice

Set B - Stronger Reasons

- because honesty builds trust between people
- because responsibility means owning your mistakes
- because telling the truth helps solve problems and make things right

Student Questions to Answer

- Which set is stronger?
- Why are those reasons better?
- Which reason gives you the best chance of finding strong evidence?

Advanced Extension

Students create:

- one claim
- three strong reasons
- one "best reason"
- and explain why that reason is the strongest of all

Module 2 — Additional Writing Opportunity: Build the Reasons

Writing Prompt

Explain whether or not Maya should have returned to the shelter to feed Rusty. Support your claim with three strong reasons.

Connection to This Module

This week you learned the Magnifying Process: brainstorm many reasons, group them, narrow each group to one strong idea, and choose the final three. Now you will use that HABIT to build the reasons for a claim.

Planning Support

1. Write your claim: a decision plus "because" plus reasons.
2. Brainstorm many reasons on slips (write fast, think wide).
3. Group similar reasons, then narrow each group to its strongest idea.
4. Choose your final three reasons — make sure they are different from each other.

Step	Planning Guide
Step 1: The Claim	Write a claim that takes a side and declares the WHY.
Step 2: The Three Reasons	Turn your final three into topic sentences using "One reason... Another reason... A final reason...".
Step 3: The Evidence	Find one piece of evidence from the passage for each reason.

Drafting Space

Write your claim and your three strong reasons, each with one piece of evidence from the passage. This is the reasons-and-evidence core of your extended constructed response (ECR).

Model: "Maya should have returned to the shelter because responsibility means finishing your job, Rusty depended on her, and good citizens fix mistakes."

Success Criteria

- My claim takes a clear side.
- I give three strong reasons that are different from each other.
- Each reason has evidence from the passage.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your reasons aloud. Make sure no two reasons are copies of each other.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your claim and three reasons to a partner. Your partner names each reason and its evidence.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the argumentative thinking, not only read it. These moments are built around this module's work — building a claim for an argumentative prompt (decision + "because" + reasons):

- Choral-read a claim aloud ("Amina must tell the truth because no one saw the jar break"); students signal which part is the decision and which is the "because."
- "Zoom in" out loud: partners say a decision ("Amina should stay quiet"), then narrow it to a claim with reasons ("Amina must tell the truth because honesty shows responsibility") in one breath.
- Read a claim aloud from the passage; the class claps when they hear the "because" turn from a vague feeling to a specific reason.
- One student reads their claim aloud ("Amina must declare the WHY because being honest shows responsibility"); the class listens for a clear move from decision to evidence to explanation.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

II Pause Point — Before Writing

Stop and think: What is the prompt really asking me to decide? Say it in your own words before you write. Remember the HABIT: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons. For example, if the prompt asks whether Amina did the right thing, your claim might be: "Amina did the right thing because she told the truth even when no one had seen exactly what happened."

II Pause Point — Midway

Stop and think: Does what I have written so far move from a broad idea to a specific thesis (central idea)? If not, fix it now, not later. Check: Did I state a clear decision? Did I use "because"? Did I give reasons that point back to evidence from the passage? For example, "Amina showed responsibility because she raised her hand and said, 'I bumped the table and knocked it over. I didn't mean to.'" If your reasons are vague or you skipped the "because," go back and fix it now.

II Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear. For example, "Amina felt proud. She had made a mistake, but her honesty helped make things right." Make sure your claim, reasons, evidence, and explanation all connect. If you are writing for the state writing assessment, your answer must show a clear claim with at least two reasons tied to passage evidence.

Module 2 — At-Home Connection

Purpose

These at-home tasks turn your child into a claim builder and argument expert at home. They need little or no materials and each one ends in a short conversation, not a worksheet. When a child explains the learning to you, the learning gets stronger. The HABIT is: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this ice-blue card home first. It practices writing a claim that declares a decision and the WHY behind it.



Task Card 1 - Claim Builder

TEKS 12C(i). Write one claim about whether Amina did the right thing when she raised her hand and said, "I'm sorry, Mrs. Ramirez. I bumped the table and knocked it over. I didn't mean to." Your claim must include a decision and "because" plus reasons. Read your claim aloud to a family member. Family signature:



Teacher Information - Task Card 2

Teacher note: this pale-green card practices using a text bridge and a specific claim (decision + "because" + reasons) to connect ideas from the passage.



Task Card 2 - The Text Bridge

TEKS 12C(i). Choose one passage from school. Write one claim about whether Amina did the right thing. Then, choose one passage and add a text bridge and a specific claim (decision + "because" + reasons). Family signature:



Teacher Information - Task Card 3

Teacher note: Card 3 is the same assignment with built-in language support—a word bank and a frame. It is not a reduced standard.

**Task Card 3 - Three-Part Claim**

TEKS 12C(i). Read the three-part claim to someone at home. Ask them to point to the claim, the evidence, and the explanation. Word bank: Claim, Evidence, Explanation. Frame: "The claim is _____. The evidence is _____. The explanation is _____." Family signature: _____



Module 2 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing claims for argumentative prompts using the passage "Crash," look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Identify a claim (a decision + "because" + reasons).			
Identify reasons that support the claim.			
Find evidence from "Crash" to back up a reason.			
Explain how the evidence connects back to the claim.			
Use the HABIT: "If you have to decide, you must declare the WHY."			

One thing I am proud of:

One thing I want to get better at:

Module 2 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"Today you learned that strong arguments are not built from random reasons. They are built through magnified thinking. You brainstormed many reasons, grouped them into families, narrowed each group to its strongest idea, chose your final three, and then found evidence to prove them. If you have to decide, you must declare the WHY — and once you declare the WHY, you must support it with reasons that are strong enough to stand."

Module Essential Question - Answered

How can a writer use the magnifying process to build three strong, different reasons that support a claim? A writer brainstorms many reasons, groups them into families, narrows each group to its strongest idea, chooses the final three, and proves each one with evidence from the text.

Teacher Reflection - Module 2

Which students struggled to move from a decision to a declared WHY (reasons)?

Did students successfully use evidence from the passage to support their claim?

Which students are struggling with the "If you have to decide, you must declare the WHY" HABIT and need more oral-rehearsal practice?

Who needs stamina support to move beyond one-sentence responses and into the next TREES part?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Completed "My Claim/My Reasons" argumentative outlines
- Student "My Decision/My Because/My Evidence" practice sheets
- Oral-rehearsal recordings of student claims (e.g., "Amina made the right choice because honesty shows responsibility")
- The Module 2 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to build a claim that declares the WHY (reasons + evidence + explanation):

- Display a decision and a "because" clause on screen; students sort them in a shared slide.
- Use the chat to have everyone narrow one decision to a full claim at the same time.
- Students draft their SET claim in a shared doc; screen-share one to model the declare-the-WHY step.
- Keep the SET steps on screen so remote students build the claim in the same order.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.
- Model the HABIT: "If you have to decide, you must declare the WHY." Show how Amina's claim — "I'm sorry, Mrs. Ramirez... I bumped the table and knocked it over. I didn't mean to." — pairs a decision ("I did it") with a "because" reason ("I didn't mean to").
- Have remote students type a claim about Amina's honesty into the chat: decision + "because" + reasons. Example prompt: "Should Amina have stayed quiet? Claim: Amina should tell the truth because no one had seen exactly what happened."
- Screen-share the passage line — "For a moment, Amina wondered if she should stay quiet." — and ask remote learners to build the claim, reasons, evidence, and explanation in a shared doc.
- Model the explanation step: "Amina felt proud. She had made a mistake, but her honesty helped make things right." Show how this wraps the claim and ties back to the decision.
- Keep the state writing assessment prompt on screen; remote students type their claim + reasons + evidence + explanation in a shared doc before the timer ends.

MODULE

3

Completing the Argumentative
Paper with CREATURES

Week 3 • High Stamina

Module 3: Completing the Argumentative Paper with CREATURES

Week 3 - High Stamina

If You Have to Decide, You Must Declare the WHY!

Teacher Script

"A strong argument is not built in one step—it grows into a complete paper, with a claim, reasons, evidence, thinking, a fair look at the other side, and a message that reaches beyond the page."

Why This Module Matters

Students take the claim, reasons, and evidence they built earlier and assemble a complete argumentative paper using the CREATURES framework — adding logical order, thinking, a counterargument, a rebuttal, an ending, and significance.

Module Essential Question

How can a writer combine all the parts of an argument into one complete, convincing paper?

Teacher Inspiration

Teacher Script

"A strong argument is not simply a statement of what you believe. It is a carefully constructed path of reasons, evidence, thinking, and response that leads the reader toward a meaningful conclusion."

Module 3 — Family Communication

Purpose

Students are learning that if you have to decide, you must declare the WHY. A claim is a decision + “because” + reasons. This is the first step toward the cluster’s Extended Constructed Response (ECR).

How to Send It

Read this page together and invite your child to practice saying a claim aloud. This oral practice supports clear writing for the state writing assessment.

This Week's Learning

Students are learning to read an argumentative prompt, decide a side, and write a claim that states the decision + “because” + reasons. This is the start of building their ECR.

Table: The Claim Formula

Part	What it does	Student-Friendly Explanation
Decision	Choose a side / your position	Say what you decide.
Because	The linking word that declares the WHY	Tell that your decision has reasons.
Reasons	Two or more reasons that support the decision	Explain why your decision makes sense.

Dinner Table Conversation Starters

- When you must decide a side, how do you know what position you will take?
- Why is it important to declare the WHY after stating a decision?
- What two reasons could support a decision about telling the truth or helping someone?

Family Activity: Oral Rehearsal

The Challenge: Practice stating a claim aloud using this formula: decision + because + reasons.

1. “Crash” — Amina decides whether to tell the truth about breaking the jar.
2. “The Good Citizen” — Maya decides whether to return to the shelter to feed Rusty.

Family Letter

Dear Families,

This week your child is completing a full argumentative paper using a framework we call CREATURES. It stands for Claim, Reasons, Evidence, Argument (putting ideas in order), Thinking, Understanding Others, Rebuttal, Ending, and Significance. The big new skills are understanding the other side of an argument, answering it respectfully, and explaining why the idea matters beyond one story.

We are practicing with "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility). Your child learns to take a claim, prove it with reasons and evidence, explain their thinking, consider what someone who disagrees might say, answer that person, and end by showing why the idea matters to families, classrooms, and communities.

Please try this at home: After your child shares an opinion, ask, "What might someone who disagrees say?" and then, "How would you answer them?" Practicing both sides makes their thinking stronger.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija completa un texto argumentativo usando un marco que llamamos CREATURES (en inglés): Afirmación (Claim), Razones (Reasons), Evidencia (Evidence), Argumento/orden (Argument), Pensamiento (Thinking), Entender a Otros (Understanding Others), Refutación (Rebuttal), Cierre (Ending) y Significado (Significance). Las nuevas destrezas importantes son entender el otro lado de un argumento, responderlo con respeto y explicar por qué la idea importa más allá de una historia.

Practicamos con "Crash" (Amina y la honestidad) y "The Good Citizen" (Maya y la responsabilidad). Su hijo o hija aprende a tomar una afirmación, probarla con razones y evidencia, explicar su pensamiento, considerar lo que alguien que no está de acuerdo podría decir, responderle y terminar mostrando por qué la idea importa a las familias, las aulas y las comunidades.

Por favor, intente esto en casa: Después de que su hijo o hija comparta una opinión, pregunte: "¿Qué diría alguien que no está de acuerdo?" y luego: "¿Cómo le responderías?" Practicar ambos lados fortalece su pensamiento.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 3 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is a claim, and how is it different from just an opinion?
- What does it mean to "declare the WHY" when you make a claim?
- How would you decide whether Amina should have told the truth about breaking the jar — and why?
- What two reasons could you give to support your decision about Maya returning to the shelter?

Simple Family Activities

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

Family Activity - Decide and Declare

Ask your child a "you must choose" question from everyday life (for example: "Should kids have to help clean up after dinner?"). Your child must pick a side and then declare the WHY by finishing this sentence: "___ because ___." Remind them: a claim is a decision plus "because" plus reasons.

Family Activity - Build the Claim

Pick one of this week's stories — "Crash" (Amina and the broken jar) or "The Good Citizen" (Maya and Rusty at the shelter). Ask your child to make a claim about what the character should have done, using a decision plus "because" plus at least two reasons. For example: "Amina should have told the truth because honesty builds trust and shows responsibility."

Module 3 — Lesson Overview and Standards

Lesson Overview

In Module 3, students complete a full argumentative paper using the CREATURES framework: Claim, Reasons, Evidence, Argument (logical order), Thinking, Understanding Others (counterargument), Rebuttal, Ending, and Significance. Students take the claim, reasons, and evidence they built in Module 2 and assemble them into a complete, coherent argument that answers the other side and shows why the idea matters beyond the writer. The HABIT continues: "If you have to decide, you must declare the WHY — and build an argument that proves it."

BIG Goal: Students will write a complete multi-paragraph argumentative response that includes a counterargument, a rebuttal, and a significance statement.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12C(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-5: students assemble a full argumentative paper.
12C(ii)	compose argumentative texts, including opinion essays, using craft	Days 3-4: students refine order, thinking, rebuttal, and significance.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1-2: students establish the claim and order.
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 5: students craft the ending and significance.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students add evidence, thinking, and rebuttal.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "Crash" connects to Social Studies and "The Good Citizen" connects to Social Studies through the theme of responsibility and good citizenship.

Module 3 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS 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.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 3 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to use argumentative claims to build stamina for 150-word responses.

Level	Language Objective
Pre-Production	Point to the claim, reasons, and evidence using gestures and icons.
Beginning	Sort color-coded cards and point to the claim or reason label before speaking.
Intermediate	Say aloud the claim using the frame: "Amina should ___ because ___."
High Intermediate	Explain the importance of honesty using the frame: "___ was important because ___."
Advanced	Use oral rehearsal to refine a claim before writing a complete response.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice their ideas using these frames:
- "Amina should [confess/come clean] because [she believes honesty shows responsibility/she wants to make things right]."
- "Maya should [return/go back] because [Rusty depended on her/it was her responsibility]."
- "My claim is ___ because ___ and ___."
- Sentence Stems for Support: Post these stems so students can borrow the language while they build the idea: "I decided ___," "One reason is ___," "The passage shows ___."
- Partner Rehearsal: Have students say their claim aloud to a partner before writing, so the decision and reasons are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write a claim (decision + "because" + reasons) for argumentative prompts. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear the target thinking modeled aloud and restate it before writing.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the passage and the prompt closely, marking the words that carry the meaning.
Writing	Students build an introduction that narrows to a thesis (central idea) in writing, moving from a spoken idea to a written response.

Module 3 — Learning Destination

Module Learning Objective

Students will build a claim that starts with a decision and moves to reasons (because) to prepare for the extended constructed response (ECR).

I Will Statements

- I will build a claim that starts with a decision and moves to reasons (because).
- I will identify whether a claim is a decision or reasons.
- I will use If you have to decide, you must declare the WHY to organize my thoughts.
- I will write a claim that answers my prompt.

I Can Statements

- I can tell whether a claim is a decision or reasons.
- I can use If you have to decide, you must declare the WHY to build a claim.
- I can write a claim that answers my prompt.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- I can distinguish between a decision and reasons.
- I can use the If you have to decide, you must declare the WHY HABIT to transition from a decision to reasons.
- My claim directly answers the prompt provided.
- My claim moves logically from the decision to the reasons of the text.

Evidence That Will Demonstrate Mastery

- A completed claim draft that moves from a decision to reasons.
- The ability to categorize sentences as "decision" or "reasons" during oral rehearsal.
- The Day 5 exit ticket, in which the student writes a claim that answers a prompt based on the Cluster 6 passages.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student which claim belongs in the Argument or which reason is the strongest support. The student must still determine if a claim is a decision plus a "because" clause and must still compose a connected argument.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the claim (a decision plus "because" plus reasons) in the Argument.	Supported. The teacher may read the passage aloud twice.	The student correctly categorizes sentences as claim, reason, or evidence.
Inferential	Analyze how a reason from the passage supports the claim.	Guided on Days 1 and 2, independent by Day 5.	The student explains how evidence from "Crash" leads into the claim.
Evaluative	Judge whether an argument moves logically from a claim to reasons to evidence.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence belongs in the claim position or the evidence position.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	A teacher may focus on sentence structure when the real breakdown is understanding the argument's purpose.	Before focusing on composition, ask the student to identify the claim versus the supporting reasons.
A claim is just a "summary."	A teacher may allow any retelling of the passage to serve as the opening.	Ask, "Does this sentence declare a decision with a 'because' clause, or is it just a plot summary?"
Writing a claim is a routine task.	Because students can identify topics quickly, it may be treated as a simple matching game.	Protect the depth of the analysis. Every later module depends on students understanding this logical flow.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The claim and the reasons are the same thing.	The student writes one sentence that tries to do both jobs at once.	Use a funnel visual: Ask, "Is this sentence the wide top (claim) or the narrow bottom (reason)?"
Any sentence about the passage works as evidence.	The student picks a random detail from "Crash" to support their argument.	Ask, "Does this sentence prove the claim, or is it a specific detail that does not connect?"
A connected argument is just a list of facts.	The student writes several disconnected sentences about the passage.	Use the HABIT of checking connections: "How does sentence A lead the reader to sentence B?"

Module 3 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

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 proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can state the claim.	Claim and Decision
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 3: Completing the Argumentative Paper with CREATURES

Focus: Low stamina, ~150-word responses.

Level	Student Thinking	HABIT / Task
Recall	Define claim, reasons, evidence, and explanation.	Identify: Locate the claim, the reasons, the evidence, and the explanation within the text.
Skill	Sort claim cards and identify argumentative parts.	Categorize: Sort provided claim cards into the correct argumentative components.
Strategic	Match a claim to its supporting reasons and evidence.	Connect: Match a claim statement to its corresponding reasons and evidence.
Extended	Explain how the claim answers the prompt and revise a claim.	Analyze & Revise: Explain how the claim answers the prompt and revise a claim to improve the argumentative flow.

Teacher Script

"Class, as we work on our Module 3 writing, we are focusing on completing a full argumentative paper using the CREATURES framework. We start with Recall, where we recall the claim and reasons. Then we move to Skill, where we add evidence and thinking. As we get stronger, we reach the Strategic level, where we answer the other side with a rebuttal. Finally, we reach the Extended level, where we bring the argument together and explain its significance. This is how we build our writing stamina!"

Oral-Rehearsal Frame: The Argumentative Connection

Teacher Script

"Let's rehearse the argumentative connection out loud before we write. First, the sentence frames: The claim states that _____. The reasons explain _____. The evidence from the passage proves _____. The explanation shows _____. And remember our HABIT — if you have to decide, you must declare the WHY."

Teacher Script

"Now let's model with Amina. Her claim is: 'I should confess because I broke the jar and honesty shows responsibility.' The evidence is: 'I bumped the table and knocked it over. I didn't mean to.' The explanation is: 'Being honest shows responsibility.' And the passage proves: 'Being a good citizen means telling the truth, even when it feels hard.' Amina felt proud — she had made a mistake, but her honesty helped make things right."

 Teacher Script

"Let's connect it to our writing. A claim is a decision plus 'because' plus reasons. The claim answers the prompt by showing Amina made the right decision, the reasons connect the claim to the evidence from the passage, and the explanation shows why the claim matters to the reader. On the state writing assessment, you will be asked to make a claim, give reasons, cite evidence, and explain why it matters."

Module 3 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

“Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions.”

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
build	To put parts together or make something stronger	I can build my argument by adding ____.
connect	To join ideas or things together	I can connect this idea to ____.
support	To help an idea seem true or strong	I can support my claim with ____.
finish	To complete something	I will finish my paper by ____.
idea	A thought or plan	My idea about the passage is ____.
reason	Why someone thinks or does something	One reason I believe this is ____.
proof	Facts or examples that show something is true	My proof from the passage is ____.
explain	To tell how or why something happens	I can explain my answer by ____.
read	To look at words and understand their meaning	When I read the passage, I notice ____.
share	To give an idea or something to another person	I can share my idea about ____ with ____.

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	A statement that says what you believe	My claim is that ____.
argument	A set of ideas and reasons that support a claim	My argument shows that ____ because ____.
reasoning	The thinking that explains why your reasons support your claim	My reasoning is ____ because ____.
evidence	Facts or details that support a claim	My evidence from the passage is ____.
explanation	Details that tell how or why something is true	My explanation shows ____.
counterargument	An opposing idea or reason	Someone might say ____, but ____.
rebuttal	An answer that shows why an opposing idea is not as strong	My rebuttal is ____.
significance	The importance of something	The significance of ____ is ____.
structure	The way something is organized	The structure of my paper begins with ____.
logical order	A clear order that makes ideas easy to follow	I will put my reasons in logical order by ____.

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
honesty	ON-uh-stee	Telling the truth and being truthful	Amina shows honesty when ____.
responsibility	ri-spon-suh-BIL-uh-tee	A duty or job that a person should take care of	Maya shows responsibility by ____.
citizen	SIT-uh-zun	A person who belongs to a town, city, or country	A good citizen can ____.
shelter	SHEL-ter	A safe place that protects people or animals	The shelter helps ____ by ____.
depend	dih-PEND	To need or trust someone or something for help	Amina can depend on ____ when ____.
trust	TRUST	To believe that someone is honest and will do what is right	I can trust ____ because ____.
mistake	muh-STAYK	Something done incorrectly	Amina's mistake teaches us ____.
community	kuh-MYOO-nuh-tee	A group of people who live or work together	Maya helps her community by ____.
fairness	FAIR-niss	Treating people in an equal and just way	Fairness matters when ____.
kindness	KIND-niss	Being caring and helpful to others	Amina shows kindness when ____.

Module 3 — Background Knowledge and Teacher Context

In Module 3, students complete the full argumentative paper using the CREATURES framework. They already have the pieces from earlier modules — a claim, reasons, and evidence. Now they learn to organize those pieces logically, explain their thinking, answer the other side, and show why the idea matters beyond themselves.

CREATURES stands for Claim, Reasons, Evidence, Argument (logical order), Thinking, Understanding Others (the counterargument), Rebuttal, Ending, and Significance. The most sophisticated moves for third graders are the counterargument (U), the rebuttal (R), and the significance (S) — recognizing another viewpoint, respectfully answering it, and reaching beyond the story to families, classrooms, and communities.

Both passages give students rich material. Amina's decision to tell the truth (Crash) and Maya's decision to return to the shelter (The Good Citizen) can each be built into a complete CREATURES argument, with a reasonable counterargument and a rebuttal that returns to the claim.

Quick Teacher Reference — Cluster 6

Reading Focus — Students identify themes connected to: honesty; responsibility; doing the right thing; learning from mistakes. Writing Focus — Students complete the full argumentative paper using the CREATURES Argumentative Writing Framework: C — Claim, R — Reasons, E — Evidence, A — Argument, T — Thinking, U — Understanding Others, R — Rebuttal, E — Ending, S — Significance.

Module 3 — Materials and Module at a Glance

Materials Needed

This module has students assemble a complete argument, so prepare the pieces first. Each student needs an interactive notebook and a pencil. For the Build-A-CREATURE Argument Challenge, prepare the CREATURES Card Decks (Prompt, Claim, Reason, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance cards), plus scissors and glue for cutting and storing them. Have highlighters in blue, yellow, green, and red for color-coding the parts, chart paper and sticky notes for modeling, copies of both passages, and the students' claim/reason/evidence work from Module 2. A quick reference list follows.

Materials List

- Copies of "Crash"
- Copies of "The Good Citizen"
- Interactive notebooks
- Pencils
- Highlighters (blue, yellow, green, red)
- CREATURES Card Decks (provided in the student edition)
- Scissors and glue
- Chart paper
- Sticky notes
- Student claim, reason, and evidence work from Module 2

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Introduce CREATURES; model a full argument through all nine parts.
Day 2	15	A — Attempt	Build-A-CREATURE Argument Challenge: assemble a complete argument from cards.
Day 3	15	D — Discuss + U — Use	Discuss how the parts work together, then write a full CREATURES argument.
Day 4	15	A — Award + T — Target	Celebrate complete arguments and sharpen thinking, counterargument, and significance.
Day 5	15	E — Educate and Explain to Others	Teach a partner what each part of CREATURES does.

Module 3 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus on the whole CREATURES argument. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Nine-Part Freeze"

Teacher Script

"Tiny Time! I will call a CREATURES letter. Freeze in its pose and whisper its job to a neighbor — fist for Claim, three fingers for Reasons, open palm for Evidence, stack your hands for Argument, tap your head for Thinking, turn to a neighbor for Understanding Others, push back for Rebuttal, bring hands together for Ending, reach outward for Significance."

How to run it:

- Signal the class and get all eyes on you.
- Call a CREATURES letter (for example, "U — Understanding Others!").
- Students strike the pose and whisper its job.
- Call two or three letters in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the letters each time so the Tiny Time stays fresh all week.

Module 3 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

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

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 3 — Mentor Text Moves

Teacher Script

“Watch how I build a complete argument with CREATURES — not just a claim and reasons, but the thinking, the other side, and why it matters.”

Model Prompt: Explain if Amina should have told the truth about breaking the jar.

CREATURES Part	Example
C — Claim	Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
R — Reasons	Honesty builds trust; responsibility means owning mistakes; telling the truth helps solve problems.
E — Evidence	The text states, “Thank you for telling the truth, Amina.”
A — Argument	Order the reasons so one leads into the next (trust -> responsibility -> solving the problem).
T — Thinking	This shows Amina's honesty rebuilt trust because she admitted what happened instead of hiding it.
U — Understanding Others	Some might argue Amina should have stayed quiet to avoid getting in trouble.
R — Rebuttal	However, staying quiet would not solve the problem or protect the trust between Amina and her teacher.
E — Ending	For these reasons, telling the truth was the right choice because it showed responsibility and protected trust.
S — Significance	Ultimately, honesty matters because families, classrooms, and communities depend on people trusting one another.

Teacher Script

“Notice the counterargument, the rebuttal, and the significance. Those moves turn a good argument into a complete one.”

When you write your extended constructed response (ECR) for Module 3, build all nine parts of CREATURES into a complete argument.

Module 3 — TRACKS: Reading the Passage for Evidence

Before students revise, they read the passage and TAP the TRACKS to find the six kinds of measurable evidence. In Module 3 this evidence becomes the raw material students reorder and clarify as they revise.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. When we have marked the TRACKS, we have the evidence we need to revise our writing with clear, well-ordered ideas."

TRACKS in "Crash"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's passage:

Letter	Category	Evidence from the Passage
T	Time	One afternoon; For a moment; Later; Soon
R	Reactions	Amina's heart started to race; Amina wondered if she should stay quiet; Amina felt proud; her honesty helped make things right
A	Actions	Amina's elbow bumped the table; the glass jar fell to the floor and broke; Diego and Mei helped pick up the papers; Jamal brought a broom
C	Character, Concept, Creature	Amina; Mrs. Ramirez; Diego; Mei; Jamal; honesty; responsibility; citizenship
K	Key Knowledge	Accidents happen; being honest shows responsibility; being a good citizen means telling the truth, even when it feels hard
S	Scenery / Setting	her classroom; the table near the window; the floor

TRACKS in "The Good Citizen"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's second passage:

Letter	Category	Evidence from the Passage
T	Time	Every Saturday morning; One busy Saturday; Later that afternoon
R	Reactions	Rusty wagged his tail wildly; Her stomach twisted with worry; Maya realized something important
A	Actions	she had never filled Rusty's food bowl; Maya jumped on her bike and pedaled as fast as she could; she quickly filled his bowl
C	Character, Concept, Creature	Maya; Rusty; responsibility; citizenship
K	Key Knowledge	others depended on her; being a good citizen meant doing your job carefully; trusting her to take care of him
S	Scenery / Setting	the small dog shelter at the edge of town; the kennels; the park

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] The class had been studying plants for several weeks. Earlier that month, the students planted seeds and recorded observations in science journals. Every few days, they measured the height of their plants and drew pictures of the changes they noticed. Some plants grew quickly, while others took longer to sprout. The students enjoyed comparing their results and learning how plants need sunlight, water, air, and nutrients to survive.

[3] Mrs. Ramirez was especially proud of the plant growing in the glass jar. It had started as a tiny seed and had grown several green leaves. The students often gathered around the jar to observe it. Mrs. Ramirez placed it near the window so it could receive plenty of sunlight throughout the day.

[4] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. Their group was creating a poster that explained the parts of a plant. Diego carefully sketched the roots underground. Mei labeled the stem and leaves. Jamal drew a bright yellow flower at the top. Amina wrote facts about how plants make food and grow.

[5] Everyone was focused on the project. The room was quiet except for the sounds of pencils moving across paper, pages turning, and an occasional whisper between classmates. Mrs. Ramirez walked around the room, stopping at tables to answer questions and encourage students.

[6] "You are all doing excellent work," she said as she passed Amina's group.

[7] The students smiled and continued working.

[8] A few minutes later, Amina reached across the table for a green marker. She leaned a little farther than she meant to.

[9] Her elbow bumped the table.

[10] Crash!

[11] The glass jar fell to the floor and shattered.

[12] The sound echoed through the classroom.

[13] For a moment, nobody moved.

[14] Amina stared at the floor. Pieces of glass were scattered across the tile. Soil had spilled out of the container, and the small plant was lying beside the broken jar.

[15] Amina's heart started to race.

[16] Everyone turned to look at the mess.

[17] Some students gasped. Others looked surprised.

[18] For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Most of the students had been focused on their own projects. It seemed possible that nobody knew the jar had fallen because of her.

[19] Amina felt nervous.

[20] She knew the class had spent weeks caring for the plant. She worried that Mrs. Ramirez might be disappointed. She also worried that her classmates would be upset.

[21] Mrs. Ramirez walked over and looked at the broken jar.

[22] "Does anyone know what happened?" she asked calmly.

[23] The room became very quiet.

[24] Amina lowered her eyes and thought about what to do.

[25] Part of her wanted to stay silent.

[26] If she did not say anything, maybe everyone would simply clean up the mess and continue working. Maybe nobody would ever know what had happened.

[27] But another part of her knew that staying silent would not be honest.

[28] Amina remembered something her father often told her.

[29] "Doing the right thing is not always easy," he would say. "Sometimes it takes courage."

[30] She also remembered a lesson from school about good citizenship. Mrs. Ramirez had explained that good citizens tell the truth, take responsibility for their actions, and help others solve problems.

[31] Amina looked at the broken jar again.

[32] She knew what she needed to do.

[33] Taking a deep breath, she slowly raised her hand.

[34] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[35] For a second, Amina felt worried about what Mrs. Ramirez might say.

[36] Instead, Mrs. Ramirez smiled kindly.

[37] "Thank you for telling the truth, Amina," she said. "Accidents happen, but being honest shows responsibility."

[38] Amina felt some of the worry leave her shoulders.

[39] Mrs. Ramirez was not angry.

[40] Instead, she seemed proud that Amina had admitted her mistake.

[41] Several classmates nodded.

[42] "That could have happened to anyone," Diego said.

[43] "We were all reaching for supplies," Mei added.

[44] Jamal agreed. "I'm glad you told the truth."

[45] Soon everyone began helping.

[46] Diego and Mei picked up scattered papers.

- [47] Jamal brought a broom from the supply closet.
- [48] Mrs. Ramirez carefully swept the broken glass into a dustpan.
- [49] Amina helped gather the spilled soil.
- [50] Working together, the class quickly cleaned the area.
- [51] Before long, the floor looked neat again.
- [52] The students then turned their attention to the plant.
- [53] Fortunately, the plant was not badly damaged.
- [54] A few leaves were bent, but the roots were still covered with soil.
- [55] Mrs. Ramirez found another container and carefully placed the plant inside.
- [56] "Looks like our plant will be okay," she said.
- [57] The class smiled with relief.
- [58] "I'm glad," Amina said.
- [59] "So am I," replied Mrs. Ramirez.
- [60] After the cleanup was finished, the students returned to their projects.
- [61] Amina found it easier to concentrate now that she had told the truth. The nervous feeling in her stomach was gone.
- [62] When the projects were complete, Mrs. Ramirez gathered the class together for a discussion.
- [63] "What can we learn from what happened today?" she asked.
- [64] Hands immediately shot into the air.
- [65] "We should be careful around classroom projects," one student said.
- [66] "We should help clean up accidents," another added.
- [67] "We should tell the truth when we make mistakes," said Diego.
- [68] Mrs. Ramirez smiled.
- [69] "Those are all excellent answers," she said.
- [70] She explained that everyone makes mistakes sometimes. What matters most is how people respond when mistakes happen.
- [71] "If we make a mistake," she said, "we should be honest, take responsibility, and try to make things right."
- [72] The students listened carefully.
- [73] Mrs. Ramirez continued.
- [74] "Honesty helps people trust one another. Responsibility helps solve problems. Working together helps communities become stronger."
- [75] The class nodded.
- [76] Amina thought about everything that had happened that afternoon.

- [77] At first, she had been scared and embarrassed.
- [78] She worried about getting in trouble.
- [79] She worried about disappointing her teacher.
- [80] She worried about what her classmates might think.
- [81] But once she told the truth, things became easier.
- [82] Her teacher respected her honesty.
- [83] Her classmates helped solve the problem.
- [84] The plant was saved.
- [85] The classroom was clean.
- [86] And everyone learned an important lesson.
- [87] As the school day ended, Amina packed her backpack and prepared to go home.
- [88] Before leaving, she glanced at the plant sitting safely in its new container.
- [89] Then she smiled.
- [90] Amina felt proud.
- [91] She had made a mistake, but her honesty helped make things right.
- [92] That day she learned that telling the truth is not always easy, but it is always important. She also learned that responsibility, honesty, and helping others are qualities of good citizens.
- [93] It was a lesson she knew she would remember for a very long time.

Student Annotation Guide — Crash

T — Time

One afternoon; several weeks; Earlier that month; Every few days; started as a tiny seed; As the class worked; A few minutes later; For a moment; For a moment, Amina wondered; spent weeks caring for the plant; For a second; Soon; Before long; After the cleanup was finished; now that she had told the truth; When the projects were complete; that afternoon; once she told the truth; As the school day ended; Before leaving; That day; for a very long time

R — Reactions

enjoyed comparing their results; was especially proud; Everyone was focused on the project; You are all doing excellent work; smiled and continued working; Crash!; nobody moved; Amina's heart started to race; Everyone turned to look at the mess; Some students gasped; Others looked surprised; if she should stay quiet; It seemed possible that nobody knew; Amina felt nervous; She worried that Mrs. Ramirez might be disappointed; her classmates would be upset; Amina lowered her eyes; Part of her wanted to stay silent; Maybe nobody would ever know what had happened; She knew what she needed to do; I'm sorry, Mrs. Ramirez; I didn't mean to; Amina felt worried; Mrs. Ramirez smiled kindly; Thank you for telling the truth, Amina; Amina felt some of the worry leave her shoulders; Mrs. Ramirez was not angry; she seemed proud; Several classmates nodded; That could have happened to anyone; I'm glad you told the truth; Working together; Fortunately, the plant was not badly damaged; our plant will be okay; The class smiled with relief; I'm glad; So am I; Amina found it easier to concentrate; The nervous feeling in her stomach was gone; What can we learn from what happened today?; Mrs. Ramirez smiled; Those are all excellent answers; The students listened carefully; The class nodded; At first, she had been scared and embarrassed; She worried about getting in trouble; She worried about disappointing her teacher; She worried about what her classmates might think; things became easier; Her teacher respected her honesty; The plant was saved; Then she smiled; Amina felt proud; her honesty helped make things right

A — Actions

loved helping in her classroom; asked the students to work quietly; studying plants; the students planted seeds; recorded observations; measured the height of their plants; drew pictures of the changes they noticed; gathered around the jar to observe it; shared markers and paper; creating a poster; carefully sketched the roots; walked around the room; stopping at tables to answer questions and encourage students; Amina reached across the table for a green marker; She leaned a little farther than she meant to; Her elbow bumped the table; The glass jar fell to the floor and shattered; the jar had fallen because of her; looked at the broken jar; Does anyone know what happened?; thought about what to do; clean up the mess and continue working; Amina looked at the broken jar again; Taking a deep breath; she slowly raised her hand; I bumped the table and knocked it over; Amina had admitted her mistake; everyone began helping; picked up scattered papers; brought a broom from the supply closet; swept the broken glass into a dustpan; helped gather the spilled soil; quickly cleaned the area; turned their attention to the plant; Mrs. Ramirez found another container; carefully placed the plant inside; the students returned to their projects; Mrs. Ramirez gathered the class together; Hands immediately shot into the air; We should help clean up accidents; Her classmates helped solve the problem; Amina packed her backpack; prepared to go home; She had made a mistake

C — Character/Concept/Creature

Amina; her teacher, Mrs. Ramirez; a small glass jar; a young plant; science journals; Mrs. Ramirez; several green leaves; Diego, Mei, Jamal, and Amina; Amina's group; the small plant was lying beside the broken jar; Mrs. Ramirez walked over; her father; a lesson from school about good citizenship; for a discussion

K — Key Knowledge

a science project about plants; plants need sunlight, water, air, and nutrients to survive; receive plenty of sunlight throughout the day; explained the parts of a plant; labeled the stem and leaves; facts about how plants make food and grow; No one had seen exactly what happened; Most of the students had been focused on their own projects; staying silent would not be honest; Doing the right thing is not always easy; Sometimes it takes courage; good citizens tell the truth, take responsibility for their actions, and help others solve problems; Accidents happen; being honest shows responsibility; We were all reaching for supplies; We should be careful around classroom projects; We should tell the truth when we make mistakes; everyone makes mistakes sometimes; What matters most is how people respond when mistakes happen; we should be honest, take responsibility, and try to make things right; Honesty helps people trust one another; Responsibility helps solve problems; Working together helps communities become stronger; everyone learned an important lesson; telling the truth is not always easy, but it is always important; responsibility, honesty, and helping others are qualities of good citizens

S — Scenery/Setting

On the table near the window; near the window; the roots underground; a bright yellow flower at the top; The room was quiet; the sounds of pencils moving across paper, pages turning, and an occasional whisper between classmates; The sound echoed through the classroom; Pieces of glass were scattered across the tile; Soil had spilled out of the container; The room became very quiet; the supply closet; the floor looked neat again; the roots were still covered with soil; The classroom was clean; the plant sitting safely in its new container

TRACKS EVIDENCE HIGHLIGHTING — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] The class had been studying plants for several weeks. Earlier that month, the students planted seeds and recorded observations in science journals. Every few days, they measured the height of their plants and drew pictures of the changes they noticed. Some plants grew quickly, while others took longer to sprout. The students enjoyed comparing their results and learning how plants need sunlight, water, air, and nutrients to survive.

[3] Mrs. Ramirez was especially proud of the plant growing in the glass jar. It had started as a tiny seed and had grown several green leaves. The students often gathered around the jar to observe it. Mrs. Ramirez placed it near the window so it could receive plenty of sunlight throughout the day.

[4] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. Their group was creating a poster that explained the parts of a plant. Diego carefully sketched the roots underground. Mei labeled the stem and leaves. Jamal drew a bright yellow flower at the top. Amina wrote facts about how plants make food and grow.

[5] Everyone was focused on the project. The room was quiet except for the sounds of pencils moving across paper, pages turning, and an occasional whisper between classmates. Mrs. Ramirez walked around the room, stopping at tables to answer questions and encourage students.

[6] "You are all doing excellent work," she said as she passed Amina's group.

[7] The students smiled and continued working.

[8] A few minutes later, Amina reached across the table for a green marker. She leaned a little farther than she meant to.

[9] Her elbow bumped the table.

[10] Crash!

[11] The glass jar fell to the floor and shattered.

[12] The sound echoed through the classroom.

[13] For a moment, nobody moved.

[14] Amina stared at the floor. Pieces of glass were scattered across the tile. Soil had spilled out of the container, and the small plant was lying beside the broken jar.

[15] Amina's heart started to race.

[16] Everyone turned to look at the mess.

[17] Some students gasped. Others looked surprised.

[18] For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Most of the students had been focused on their own projects. It seemed possible that nobody knew the jar had fallen because of her.

[19] Amina felt nervous.

[20] She knew the class had spent weeks caring for the plant. She worried that Mrs. Ramirez might be disappointed. She also worried that her classmates would be upset.

[21] Mrs. Ramirez walked over and looked at the broken jar.

[22] "Does anyone know what happened?" she asked calmly.

[23] The room became very quiet.

[24] Amina lowered her eyes and thought about what to do.

[25] Part of her wanted to stay silent.

[26] If she did not say anything, maybe everyone would simply clean up the mess and continue working. Maybe nobody would ever know what had happened.

[27] But another part of her knew that staying silent would not be honest.

[28] Amina remembered something her father often told her.

[29] "Doing the right thing is not always easy," he would say. "Sometimes it takes courage."

[30] She also remembered a lesson from school about good citizenship. Mrs. Ramirez had explained that good citizens tell the truth, take responsibility for their actions, and help others solve problems.

[31] Amina looked at the broken jar again.

[32] She knew what she needed to do.

[33] Taking a deep breath, she slowly raised her hand.

[34] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[35] For a second, Amina felt worried about what Mrs. Ramirez might say.

[36] Instead, Mrs. Ramirez smiled kindly.

[37] "Thank you for telling the truth, Amina," she said. "Accidents happen, but being honest shows responsibility."

[38] Amina felt some of the worry leave her shoulders.

[39] Mrs. Ramirez was not angry.

[40] Instead, she seemed proud that Amina had admitted her mistake.

[41] Several classmates nodded.

[42] "That could have happened to anyone," Diego said.

[43] "We were all reaching for supplies," Mei added.

[44] Jamal agreed. "I'm glad you told the truth."

[45] Soon everyone began helping.

[46] Diego and Mei picked up scattered papers.

- [47] Jamal brought a broom from the supply closet.
- [48] Mrs. Ramirez carefully swept the broken glass into a dustpan.
- [49] Amina helped gather the spilled soil.
- [50] Working together, the class quickly cleaned the area.
- [51] Before long, the floor looked neat again.
- [52] The students then turned their attention to the plant.
- [53] Fortunately, the plant was not badly damaged.
- [54] A few leaves were bent, but the roots were still covered with soil.
- [55] Mrs. Ramirez found another container and carefully placed the plant inside.
- [56] "Looks like our plant will be okay," she said.
- [57] The class smiled with relief.
- [58] "I'm glad," Amina said.
- [59] "So am I," replied Mrs. Ramirez.
- [60] After the cleanup was finished, the students returned to their projects.
- [61] Amina found it easier to concentrate now that she had told the truth. The nervous feeling in her stomach was gone.
- [62] When the projects were complete, Mrs. Ramirez gathered the class together for a discussion.
- [63] "What can we learn from what happened today?" she asked.
- [64] Hands immediately shot into the air.
- [65] "We should be careful around classroom projects," one student said.
- [66] "We should help clean up accidents," another added.
- [67] "We should tell the truth when we make mistakes," said Diego.
- [68] Mrs. Ramirez smiled.
- [69] "Those are all excellent answers," she said.
- [70] She explained that everyone makes mistakes sometimes. What matters most is how people respond when mistakes happen.
- [71] "If we make a mistake," she said, "we should be honest, take responsibility, and try to make things right."
- [72] The students listened carefully.
- [73] Mrs. Ramirez continued.
- [74] "Honesty helps people trust one another. Responsibility helps solve problems. Working together helps communities become stronger."
- [75] The class nodded.
- [76] Amina thought about everything that had happened that afternoon.

- [77] At first, she had been scared and embarrassed.
- [78] She worried about getting in trouble.
- [79] She worried about disappointing her teacher.
- [80] She worried about what her classmates might think.
- [81] But once she told the truth, things became easier.
- [82] Her teacher respected her honesty.
- [83] Her classmates helped solve the problem.
- [84] The plant was saved.
- [85] The classroom was clean.
- [86] And everyone learned an important lesson.
- [87] As the school day ended, Amina packed her backpack and prepared to go home.
- [88] Before leaving, she glanced at the plant sitting safely in its new container.
- [89] Then she smiled.
- [90] Amina felt proud.
- [91] She had made a mistake, but her honesty helped make things right.
- [92] That day she learned that telling the truth is not always easy, but it is always important. She also learned that responsibility, honesty, and helping others are qualities of good citizens.
- [93] It was a lesson she knew she would remember for a very long time.

PASSAGE 2 — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter was one of Maya's favorite places. It was not large, but it was always busy. Volunteers, workers, and visitors came and went throughout the day. Some people helped clean, while others walked dogs or played with puppies. Everyone shared the same goal: helping the animals stay healthy and happy until they found permanent homes.

[3] Many of the dogs at the shelter had different backgrounds. Some had been found wandering alone. Others had been surrendered by owners who could no longer care for them. The shelter worked hard to make sure every animal had food, water, exercise, and attention.

[4] Maya enjoyed learning about the dogs. She liked discovering their personalities and watching them grow more comfortable around people. Some dogs were energetic and playful. Others were shy and needed extra patience. Maya believed every dog deserved kindness.

[5] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[6] Rusty was one of the newest dogs at the shelter. He was friendly and energetic. Whenever Maya entered the room, he rushed to the front of his kennel and greeted her with excited barks. Maya always laughed when Rusty spun in circles while wagging his tail.

[7] Each Saturday, Maya followed the same routine. First, she checked the water bowls. Then she measured food for each dog. After that, she helped clean the kennels and swept the floors. Finally, she spent time exercising and playing with the dogs.

[8] The shelter manager appreciated Maya's help.

[9] "You're becoming one of our most dependable volunteers," she told Maya one morning.

[10] Those words made Maya feel proud. She enjoyed knowing that her work made a difference.

[11] One busy Saturday, however, things felt different.

[12] Maya had promised to meet her friends at the park later that afternoon. They planned to ride bikes, play games, and enjoy the warm weather. Maya was excited and kept thinking about all the fun they would have.

[13] As she worked, she found herself checking the clock again and again.

[14] She still completed her tasks, but she moved much faster than usual.

[15] She swept the floors.

[16] She cleaned the kennels.

[17] She organized supplies.

[18] She took several dogs outside for exercise.

[19] Rusty chased a tennis ball across the yard and happily returned it each time Maya threw it. Usually, Maya would play with him for a long time, but that day she stopped after only a few minutes.

[20] "I'll play longer next week," she told him.

[21] Rusty tilted his head as if he were trying to understand.

[22] Maya smiled and returned him to his kennel.

[23] The clock continued ticking.

[24] Feeling rushed, Maya hurried through the rest of her chores. She put away supplies, checked the exercise yard, and prepared to leave.

[25] When she finished, she waved goodbye to Rusty and rode her bike home.

[26] As she pedaled down the sidewalk, she felt excited.

[27] The sun was shining brightly.

[28] Birds chirped from nearby trees.

[29] It seemed like the perfect day to spend time with friends.

[30] When Maya arrived home, she quickly changed clothes and grabbed her helmet. Soon she met her friends at the park.

[31] The group spent hours riding bikes and playing games. They laughed, raced across the grass, and enjoyed the afternoon together.

[32] Everything seemed perfect.

[33] Then something happened.

[34] As Maya sat on a park bench drinking water, a sudden thought rushed into her mind.

[35] Her smile disappeared.

[36] She froze.

[37] A terrible feeling settled in her stomach.

[38] She began replaying her morning at the shelter.

[39] She remembered cleaning the kennels.

[40] She remembered taking dogs outside.

[41] She remembered sweeping the floor.

[42] She remembered putting away supplies.

[43] But she could not remember filling Rusty's food bowl.

[44] The more she thought about it, the more worried she became.

[45] Her stomach twisted.

[46] What if she had forgotten?

[47] What if Rusty had been waiting all afternoon for food?

[48] Maya tried to convince herself that she was mistaken.

[49] Maybe she had fed him and simply forgotten.

[50] Maybe another volunteer had noticed and helped.

[51] But deep down, Maya knew the truth.

[52] She had been in such a hurry that she skipped one of her most important responsibilities.

[53] Rusty had been depending on her.

[54] Without saying much to her friends, Maya grabbed her bike.

[55] "Where are you going?" one friend asked.

[56] "I have to go back to the shelter," Maya replied.

[57] She pedaled away as quickly as she could.

[58] The ride back felt much longer than usual.

[59] Every minute seemed important.

[60] As she raced down the sidewalk, Maya thought about Rusty.

[61] She imagined him sitting in his kennel, waiting patiently.

[62] The thought made her pedal even faster.

[63] When she finally arrived, she rushed through the shelter doors.

[64] Immediately, she spotted Rusty.

[65] The puppy looked up and wagged his tail the moment he saw her.

[66] Maya hurried to his kennel.

[67] Her heart sank.

[68] The food bowl was empty.

[69] She had forgotten.

[70] Quickly, Maya grabbed the food container and measured the correct amount of food. She filled the bowl and placed it in front of Rusty.

[71] The puppy eagerly began eating.

[72] Maya watched quietly.

[73] Relief washed over her.

[74] She was glad she had remembered and returned.

[75] After a few minutes, she sat beside Rusty's kennel.

[76] "I'm sorry, Rusty," she whispered.

[77] Rusty looked up briefly before continuing to eat.

[78] As Maya sat there, she thought about what had happened.

[79] Being a good citizen meant more than simply helping when it was convenient.

[80] It meant following through on responsibilities.

[81] It meant doing important jobs carefully.

[82] It meant remembering that others depended on her actions.

[83] The shelter manager noticed Maya sitting nearby.

[84] "Everything okay?" she asked.

[85] Maya nodded.

[86] Then she explained what had happened.

[87] "I forgot to feed Rusty before I left," Maya admitted. "I remembered later and came back right away."

[88] The shelter manager smiled kindly.

[89] "Thank you for being honest," she said. "Everyone makes mistakes. What matters is taking responsibility and fixing them."

[90] Those words stayed with Maya.

[91] She realized that responsibility was not about being perfect.

[92] Everyone forgets things sometimes.

[93] What mattered was admitting mistakes and making them right.

[94] Before leaving, Maya carefully checked every kennel.

[95] She made sure every dog had food.

[96] She checked the water bowls.

[97] She looked over her completed chores.

[98] This time, she wanted to be certain everything was finished correctly.

[99] When she finally prepared to leave, she stopped by Rusty's kennel one last time.

[100] The puppy wagged his tail happily.

[101] "See you next week," Maya said.

[102] As she rode home, she reflected on the day's events.

[103] She had learned an important lesson.

[104] Good citizens are responsible.

[105] Good citizens are honest.

[106] Good citizens think about how their actions affect others.

[107] Most importantly, good citizens can be trusted to do what they say they will do.

[108] Rusty had been counting on her.

[109] The next Saturday, Maya arrived at the shelter with a checklist. She carefully completed each task and marked it off when finished.

[110] When she reached Rusty's kennel, she smiled.

[111] This time, she knew she would not forget.

[112] And Rusty could count on her.

Student Annotation Guide — The Good Citizen

T — Time

Every Saturday morning; until they found permanent homes; every time Maya walked in; one of the newest dogs at the shelter; Whenever Maya entered the room; Each Saturday; First; Then; After that; Finally; one morning; One busy Saturday; later that afternoon; Usually; that day; next week; The clock continued ticking; When Maya arrived home; Soon; spent hours riding bikes and playing games; Then; as quickly as she could; Every minute seemed important; When she finally arrived; After a few minutes; I remembered later; sometimes; Before leaving; one last time; next week; The next Saturday; When she reached Rusty's kennel

R — Reactions

Maya loved dogs; always busy; enjoyed learning about the dogs; energetic and playful; were shy and needed extra patience; Rusty wagged his tail wildly; so they felt loved and safe; greeted her with excited barks; Maya always laughed; appreciated Maya's help; Those words made Maya feel proud; her work made a difference; things felt different; Maya was excited; She still completed her tasks; happily returned it each time Maya threw it; Rusty tilted his head; as if he were trying to understand; Feeling rushed; she felt excited; the perfect day to spend time with friends; Everything seemed perfect; a sudden thought rushed into her mind; Her smile disappeared; She froze; A terrible feeling settled in her stomach; she could not remember filling Rusty's food bowl; the more worried she became; Her stomach twisted; What if Rusty had been waiting all afternoon for food?; Maybe she had fed him and simply forgotten; deep down, Maya knew the truth; had been depending on her; Where are you going?; The ride back felt much longer than usual; waiting patiently; The thought made her pedal even faster; wagged his tail the moment he saw her; Her heart sank; She had forgotten; The puppy eagerly began eating; Maya watched quietly; Relief washed over her; She was glad she had remembered and returned; I'm sorry, Rusty,; she thought about what had happened; Everything okay?; The shelter manager smiled kindly; Those words stayed with Maya; she wanted to be certain everything was finished correctly; wagged his tail happily; had been counting on her; she smiled; she knew she would not forget; could count on her

A — Actions

rode her bike to the small dog shelter; volunteering gave her the chance to help animals; came and went throughout the day; helped clean; walked dogs or played with puppies; helping the animals stay healthy and happy; found wandering alone; surrendered by owners; could no longer care for them; worked hard to make sure every animal had food, water, exercise, and attention; discovering their personalities; watching them grow more comfortable around people; Maya's job was simple but important; filled the water bowls; measured the dog food; cleaned the kennels; spent time playing with the dogs; he rushed to the front of his kennel; Rusty spun in circles while wagging his tail; followed the same routine; she checked the water bowls; she measured food for each dog; helped clean the kennels and swept the floors; spent time exercising and playing with the dogs; Maya had promised to meet her friends at the park; ride bikes, play games, and enjoy the warm weather; kept thinking about all the fun they would have; checking the clock again and again; moved much faster than usual; She swept the floors; She cleaned the kennels; She organized supplies; She took several dogs outside for exercise; chased a tennis ball across the yard; Maya would play with him for a long time; she stopped after only a few minutes; returned him to his kennel; hurried through the rest of her chores; put away supplies, checked the exercise yard, and prepared to leave; waved goodbye to Rusty and rode her bike home; quickly changed clothes and grabbed her helmet; laughed, raced across the grass, and enjoyed the afternoon together; something happened; She began replaying her morning at the shelter; She remembered cleaning the kennels; She remembered taking dogs outside; She remembered sweeping the floor; She remembered putting away supplies; Maya tried to convince herself that she was mistaken; had noticed and helped; she skipped one of her most important responsibilities; Maya grabbed her bike; I have to go back to the shelter; Maya thought about Rusty; Maya hurried to his kennel; grabbed the food container and measured the correct amount of food; She filled the bowl and placed it in front of Rusty; she sat beside Rusty's kennel; before continuing to eat; Then she explained what had happened; I forgot to feed Rusty before I left;; came back right away; Maya carefully checked every kennel; She made sure every dog had food; She checked the water bowls; She looked over her completed chores; she reflected on the day's events; carefully completed each task and marked it off when finished

C — Character/Concept/Creature

Maya; The shelter; Volunteers, workers, and visitors; Many of the dogs at the shelter; The shelter; Maya; Some dogs; Others; Her favorite dog at the shelter; a brown and white puppy named Rusty; He was friendly and energetic; The shelter manager; one of our most dependable volunteers; Rusty; another volunteer; Rusty; one friend; him sitting in his kennel; Rusty; The shelter manager; The puppy; Rusty; Rusty

K — Key Knowledge

a community program that taught students about responsibility and good citizenship; who were waiting for homes; Everyone shared the same goal; different backgrounds; Maya believed every dog deserved kindness; What if she had forgotten?; The food bowl was empty; Being a good citizen meant more than simply helping when it was convenient; It meant following through on responsibilities; It meant doing important jobs carefully; others depended on her actions; Everyone makes mistakes; What matters is taking responsibility and fixing them; responsibility was not about being perfect; What mattered was admitting mistakes and making them right; She had learned an important lesson; Good citizens are responsible; Good citizens are honest; Good citizens think about how their actions affect others; good citizens can be trusted to do what they say they will do

S — Scenery/Setting

at the edge of town; one of Maya's favorite places; It was not large; down the sidewalk; The sun was shining brightly; Birds chirped from nearby trees; at the park; As Maya sat on a park bench drinking water; through the shelter doors; sitting nearby; at the shelter

TRACKS EVIDENCE HIGHLIGHTING — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter was one of Maya's favorite places. It was not large, but it was always busy. Volunteers, workers, and visitors came and went throughout the day. Some people helped clean, while others walked dogs or played with puppies. Everyone shared the same goal: helping the animals stay healthy and happy until they found permanent homes.

[3] Many of the dogs at the shelter had different backgrounds. Some had been found wandering alone. Others had been surrendered by owners who could no longer care for them. The shelter worked hard to make sure every animal had food, water, exercise, and attention.

[4] Maya enjoyed learning about the dogs. She liked discovering their personalities and watching them grow more comfortable around people. Some dogs were energetic and playful. Others were shy and needed extra patience. Maya believed every dog deserved kindness.

[5] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[6] Rusty was one of the newest dogs at the shelter. He was friendly and energetic. Whenever Maya entered the room, he rushed to the front of his kennel and greeted her with excited barks. Maya always laughed when Rusty spun in circles while wagging his tail.

[7] Each Saturday, Maya followed the same routine. First, she checked the water bowls. Then she measured food for each dog. After that, she helped clean the kennels and swept the floors. Finally, she spent time exercising and playing with the dogs.

[8] The shelter manager appreciated Maya's help.

[9] "You're becoming one of our most dependable volunteers," she told Maya one morning.

[10] Those words made Maya feel proud. She enjoyed knowing that her work made a difference.

[11] One busy Saturday, however, things felt different.

[12] Maya had promised to meet her friends at the park later that afternoon. They planned to ride bikes, play games, and enjoy the warm weather. Maya was excited and kept thinking about all the fun they would have.

[13] As she worked, she found herself checking the clock again and again.

[14] She still completed her tasks, but she moved much faster than usual.

[15] She swept the floors.

[16] She cleaned the kennels.

[17] She organized supplies.

[18] She took several dogs outside for exercise.

[19] Rusty chased a tennis ball across the yard and happily returned it each time Maya threw it. Usually, Maya would play with him for a long time, but that day she stopped after only a few minutes.

[20] "I'll play longer next week," she told him.

[21] Rusty tilted his head as if he were trying to understand.

[22] Maya smiled and returned him to his kennel.

[23] The clock continued ticking.

[24] Feeling rushed, Maya hurried through the rest of her chores. She put away supplies, checked the exercise yard, and prepared to leave.

[25] When she finished, she waved goodbye to Rusty and rode her bike home.

[26] As she pedaled down the sidewalk, she felt excited.

[27] The sun was shining brightly.

[28] Birds chirped from nearby trees.

[29] It seemed like the perfect day to spend time with friends.

[30] When Maya arrived home, she quickly changed clothes and grabbed her helmet. Soon she met her friends at the park.

[31] The group spent hours riding bikes and playing games. They laughed, raced across the grass, and enjoyed the afternoon together.

[32] Everything seemed perfect.

[33] Then something happened.

[34] As Maya sat on a park bench drinking water, a sudden thought rushed into her mind.

[35] Her smile disappeared.

[36] She froze.

[37] A terrible feeling settled in her stomach.

[38] She began replaying her morning at the shelter.

[39] She remembered cleaning the kennels.

[40] She remembered taking dogs outside.

[41] She remembered sweeping the floor.

[42] She remembered putting away supplies.

[43] But she could not remember filling Rusty's food bowl.

[44] The more she thought about it, the more worried she became.

[45] Her stomach twisted.

[46] What if she had forgotten?

- [47] What if **Rusty** had been waiting all afternoon for food?
- [48] **Maya** tried to convince herself that she was mistaken.
- [49] Maybe she had fed him and simply forgotten.
- [50] Maybe **another volunteer** had noticed and helped.
- [51] But deep down, **Maya** knew the truth.
- [52] She had been in such a hurry that **she skipped one of her most important responsibilities**.
- [53] **Rusty** had been depending on her.
- [54] Without saying much to her friends, **Maya** grabbed her bike.
- [55] "Where are you going?" **one friend** asked.
- [56] "I have to go back to **the shelter**," **Maya** replied.
- [57] She pedaled away **as quickly as she could**.
- [58] The ride back felt much longer than usual.
- [59] Every minute seemed important.
- [60] As she raced **down the sidewalk**, **Maya** thought about **Rusty**.
- [61] She imagined **him sitting in his kennel**, waiting patiently.
- [62] The thought made her pedal even faster.
- [63] When she finally arrived, she rushed **through the shelter doors**.
- [64] Immediately, she spotted **Rusty**.
- [65] **The puppy** looked up and **wagged his tail the moment he saw her**.
- [66] **Maya** hurried to his kennel.
- [67] Her heart sank.
- [68] The food bowl was empty.
- [69] She had forgotten.
- [70] Quickly, **Maya** grabbed the food container and measured the correct amount of food. **She filled the bowl and placed it in front of Rusty**.
- [71] **The puppy** eagerly began eating.
- [72] **Maya** watched quietly.
- [73] Relief washed over her.
- [74] She was glad she had remembered and returned.
- [75] **After a few minutes**, **she sat beside Rusty's kennel**.
- [76] "I'm sorry, **Rusty**," she whispered.
- [77] **Rusty** looked up briefly **before continuing to eat**.
- [78] As **Maya** sat there, **she thought about what had happened**.

[79] Being a good citizen meant more than simply helping when it was convenient.

[80] It meant following through on responsibilities.

[81] It meant doing important jobs carefully.

[82] It meant remembering that others depended on her actions.

[83] The shelter manager noticed Maya sitting nearby.

[84] "Everything okay?" she asked.

[85] Maya nodded.

[86] Then she explained what had happened.

[87] "I forgot to feed Rusty before I left," Maya admitted. "I remembered later and came back right away."

[88] The shelter manager smiled kindly.

[89] "Thank you for being honest," she said. "Everyone makes mistakes. What matters is taking responsibility and fixing them."

[90] Those words stayed with Maya.

[91] She realized that responsibility was not about being perfect.

[92] Everyone forgets things sometimes.

[93] What mattered was admitting mistakes and making them right.

[94] Before leaving, Maya carefully checked every kennel.

[95] She made sure every dog had food.

[96] She checked the water bowls.

[97] She looked over her completed chores.

[98] This time, she wanted to be certain everything was finished correctly.

[99] When she finally prepared to leave, she stopped by Rusty's kennel one last time.

[100] The puppy wagged his tail happily.

[101] "See you next week," Maya said.

[102] As she rode home, she reflected on the day's events.

[103] She had learned an important lesson.

[104] Good citizens are responsible.

[105] Good citizens are honest.

[106] Good citizens think about how their actions affect others.

[107] Most importantly, good citizens can be trusted to do what they say they will do.

[108] Rusty had been counting on her.

[109] The next Saturday, Maya arrived at the shelter with a checklist. She carefully completed each task and marked it off when finished.

[110] When she reached Rusty's kennel, she smiled.

[111] This time, she knew she would not forget.

[112] And Rusty could count on her.

🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

"Today, we are going to build something. Not with wood. Not with blocks. But with ideas.

Until now, we have been gathering the pieces of an argument.

You have made a claim. You have developed reasons. You have searched for evidence.

Today, we are going to learn how strong argumentative writers put all of those pieces together—and then go even further."

★ Daily Deck Slide

CREATURES

🔊 Teacher Script

"CREATURES is going to become our checklist for building an entire argumentative paper. Every letter has a job. And if one important piece is missing, our argument may not be as strong as it could be."

Student Call and Response — Teacher: "If you have to decide..." Students: "Declare the WHY!" Teacher: "And if you declare the WHY..." Students: "Build an argument that proves

it!"

REVEAL — The CREATURES Argumentative Writing Structure

Letter	Job	Question It Answers
C — Claim	State the position you will defend.	What do I believe or decide?
R — Reasons	Give strong reasons for the claim.	Why do I believe it?
E — Evidence	Use proof from the text.	What proof supports my reason?
A — Argument	Put ideas in a logical order.	Have I arranged my ideas so they make sense?
T — Thinking	Explain how the evidence proves the reason.	How does my evidence support my claim?
U — Understanding Others	Recognize the other side (counterargument).	What might someone who disagrees say?
R — Rebuttal	Respond and return to your position.	How can I respectfully answer the other side?
E — Ending	Reinforce the claim and bring ideas together.	How do I conclude with purpose?
S — Significance	Explain why it matters beyond you.	Why does this matter to others?

Teacher Modeling (Prompt: Explain if Amina should have told the truth about breaking the jar.)

- C — Claim: Amina should have told the truth about breaking the jar because honesty builds trust, shows responsibility, and helps solve problems.
- R — Reasons: Honesty builds trust. Taking responsibility means owning mistakes. Telling the truth helps people solve problems.
- E — Evidence: For "honesty builds trust," the text states, "Thank you for telling the truth, Amina."
- A — Argument (logical order): honesty builds trust -> responsibility means owning mistakes -> telling the truth helps solve problems (one idea leads into the next).
- T — Thinking: This evidence shows that Amina's honesty helped rebuild trust with her teacher because she admitted exactly what happened instead of hiding her mistake.
- U — Understanding Others: Some people might argue that Amina should have stayed quiet because admitting she broke the jar could have caused her to get in trouble.
- R — Rebuttal: However, avoiding trouble would not solve the problem. By telling the truth, Amina allowed her teacher to understand what happened and gave everyone a chance to clean up and move forward.

- E — Ending: For these reasons, Amina made the right choice by telling the truth because her honesty showed responsibility, helped solve the problem, and protected the trust between her and her teacher.
- S — Significance: Ultimately, honesty matters beyond one broken jar because families, classrooms, friendships, and communities depend on people being able to trust one another.

Teacher Modeling Scripts (per letter)

- C — Claim: "This sentence answers the prompt and clearly tells my reader which side I have chosen. That makes it my claim."
- R — Reasons: "My reasons answer the question, 'Why do I believe my claim?' Notice that my three reasons are related, but they are not exactly the same."
- E — Evidence: "I am not simply telling the reader what I think. I am going back to the text to find proof. That is my evidence."
- A — Argument: "The A in CREATURES reminds us that an argument needs an order. I do not want to throw ideas onto the page randomly. I want one idea to lead naturally into the next."
- T — Thinking: "This is where I do something evidence cannot do by itself. I explain my thinking. The evidence tells the reader what happened. My thinking explains why that evidence matters."
- U — Understanding Others: "A strong argumentative writer understands that another person may look at the same situation differently. This is where we recognize another possible viewpoint — the counterargument. Understanding another side does not mean you have changed your own position."
- R — Rebuttal: "I listened to the other side. Now I respectfully answer it. My rebuttal brings the reader back to my original claim."
- E — Ending: "The ending does more than say, 'That is why I am right.' It brings my most important ideas back together. It reminds my reader of the claim I proved."
- S — Significance: "This is where our writing grows beyond one story and beyond you. Significance asks us to think about the bigger meaning: Why does this decision matter to other people? What can people learn from it?"

Putting CREATURES Together

Teacher Script

"Notice that CREATURES does not mean every letter must become exactly one sentence. It is a thinking structure. It helps us make sure our complete argument contains all of the thinking an argumentative writer needs."

The CREATURES Argument Path

Establish the Position: C -> R (Claim -> Reasons). Prove and Develop: E -> A -> T (Evidence -> Logical Argument -> Thinking). Address Another Perspective: U -> R (Understanding Others -> Rebuttal). Bring It Together: E -> S (Ending -> Significance).

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Build the whole argument: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.

Essential Question

How can a writer use the CREATURES structure to build a complete argumentative paper?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Build-A-CREATURE Argument Challenge

Purpose: Students assemble complete argumentative responses, connect all components of CREATURES, distinguish evidence from thinking, organize ideas in logical order, identify a reasonable counterargument, develop an effective rebuttal, reinforce a claim in the ending, and extend ideas to a larger significance.

Game Type: Card Building + Assembly + Logical Order + Justification Challenge.

Materials Per Group: a shuffled CREATURES Card Deck with these card types — Prompt Cards, Claim Cards (C), Reason Cards (R), Evidence Cards (E), Argument/Order Cards (A), Thinking Cards (T), Understanding Others Cards (U), Rebuttal Cards (R), Ending Cards (E), Significance Cards (S).

🔊 Teacher Script

“You are going to build an argument, but your thinking has been mixed up. You must decide what belongs together. Your job is not simply to complete CREATURES — it is to make every part of CREATURES work together.”

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Assemble the whole CREATURE: C -> R -> E -> A -> T -> U -> R -> E -> S.

Step-by-Step Directions

- Step 1: Draw a Prompt Card.
- Step 2: Choose the correct Claim (C) that best answers the prompt.
- Step 3: Match three Reasons (R) that logically support the claim.
- Step 4: Match Evidence (E) to the appropriate reason.
- Step 5: Build the Argument in logical order (A). Teacher prompts: "Why did you put this reason first?" / "How does your second reason build on the first?" / "Why is this a strong reason to leave with your reader?"
- Step 6: Match the Thinking (T) that explains how the evidence supports the reason.
- Step 7: Understand the Other Side (U) — choose a reasonable counterargument. ("A counterargument must be something another reasonable person might actually believe.")
- Step 8: Rebut the Other Side (R) — select the response that most effectively brings the argument back to the claim.
- Step 9: Select an Ending (E) that reinforces the original claim.
- Step 10: Match the Significance (S) that explains why the idea matters beyond the character or student.
- Step 11: Assemble the complete CREATURES argument in order C -> R -> E -> A -> T -> U -> R -> E -> S. Remind students: "The acronym gives us a checklist for our thinking. The actual paper may use several reasons, several pieces of evidence, and several explanations."
- Step 12: Record the complete argumentative response in the interactive notebook.
- Step 13: Justify Your CREATURE — groups explain why they chose their claim; why each reason supports it; how the evidence supports each reason; why they arranged the reasons in that order; how their thinking explains the evidence; why the counterargument is reasonable; how their rebuttal answers it; how the ending reinforces the claim; and how the significance moves the idea beyond the individual student.

Answer Key Guidance: correct matches should answer the prompt with a clear claim; provide multiple relevant reasons; align evidence with each reason; organize ideas logically; explain how evidence supports the argument; acknowledge a reasonable opposing viewpoint; respond with a rebuttal; reinforce the claim in the ending; and extend the idea to a meaningful significance beyond the writer.

BUILD-A-CREATURE Card Set

12 Prompt Cards

- Explain if Amina should have told the truth about breaking the jar.
- Explain whether or not Amina acted responsibly when the jar broke.
- Explain if telling the truth was the best choice Amina could make.
- Explain whether or not Amina showed good citizenship in the classroom.
- Explain if honesty is more important than avoiding trouble in Amina's situation.
- Explain whether or not Amina's decision helped solve the problem.
- Explain if Maya should have returned to the shelter to feed Rusty.
- Explain whether or not Maya showed responsibility at the end of the story.
- Explain if Maya acted like a good citizen when she returned to the shelter.
- Explain whether or not fixing mistakes is more important than avoiding them.
- Explain if Maya's actions showed that people can learn from mistakes.
- Explain whether or not responsibility matters when others depend on you.



12 Claim Cards — C

1. Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
2. Amina acted responsibly because she admitted her mistake, accepted consequences, and helped fix the situation.
3. Telling the truth was the best choice because it builds trust, strengthens character, and leads to solutions.
4. Amina showed good citizenship because she was honest, took responsibility, and contributed to fixing the problem.
5. Honesty is more important than avoiding trouble because trust matters, responsibility is essential, and problems must be solved.
6. Amina's decision helped solve the problem because her honesty allowed others to respond, clean up, and move forward.
7. Maya should have returned to the shelter because responsibility matters, others depended on her, and mistakes should be corrected.
8. Maya showed responsibility because she recognized her mistake, returned to fix it, and took care of Rusty.
9. Maya acted like a good citizen because she corrected her mistake, cared for others, and followed through on her responsibility.
10. Fixing mistakes is more important than avoiding them because growth happens through action, responsibility builds character, and others are affected.
11. Maya's actions showed that people can learn from mistakes because she reflected, returned, and changed her behavior.
12. Responsibility matters when others depend on you because your actions affect others, trust is involved, and care must be consistent.

Reason Cards — R

Possible reasons include: honesty builds trust; responsibility requires owning mistakes; telling the truth helps solve problems; responsible people correct mistakes; other people depend on us; actions affect others; fixing mistakes shows growth; responsibility builds character; good citizens follow through; honesty protects relationships; admitting mistakes allows problems to be solved; learning from mistakes requires changed behavior.

12 Evidence Cards — E

Crash — Amina: "I'm sorry, Mrs. Ramirez... I bumped the table and knocked it over." / "Thank you for telling the truth, Amina." / "Accidents happen, but being honest shows responsibility." / "Does anyone know what happened?" / "Soon the floor was clean." / "Amina felt proud." The Good Citizen — Maya: "In her hurry, she had never filled Rusty's food bowl." / "Maya jumped on her bike and pedaled as fast as she could." / "Rusty wagged his tail the moment he saw her." / "She quickly filled his bowl." / "Rusty had been waiting for her, trusting her to take care of him." / "Being a good citizen meant doing your job carefully."



Argument Cards — A

Use these cards to help students organize their ideas logically: Begin with the reason that most directly supports the claim. Place related ideas beside one another. Move from the problem to the response. Move from an action to its effect. Move from a mistake to how it was corrected. Place evidence immediately after the reason it proves. Place thinking after evidence so the reader understands the connection. Use transitions to connect one reason to the next. Save a particularly strong reason for a position of emphasis. Do not place unrelated ideas beside one another. Make sure each paragraph contributes to proving the claim. Read the argument from beginning to end and ask, "Does this thinking make sense in this order?"

12 Thinking Cards — T

This shows that Amina took responsibility for her actions by admitting what happened. / This demonstrates that honesty helped build trust between Amina and her teacher. / This shows that telling the truth allowed the problem to be solved. / This explains why Amina's honesty helped others respond and fix the situation. / This demonstrates that being honest requires courage when telling the truth may have consequences. / This shows that taking responsibility can lead to positive outcomes. / This demonstrates that Maya recognized her mistake and took action to correct it. / This shows that responsibility sometimes means returning to fix what was missed. / This proves that other people or creatures may depend on someone to follow through. / This demonstrates that Maya cared about Rusty's well-being because she acted once she realized her mistake. / This shows that learning from mistakes requires more than feeling sorry; it requires action and change. / This demonstrates that responsible actions can help others feel safe and cared for.

12 Understanding Others Cards — U

Some people might argue that Amina should have stayed quiet because she could have gotten in trouble. / Another person might believe the broken jar was only an accident, so Amina did not need to admit what happened. / Someone might argue that avoiding punishment was more important than telling the truth. / Another viewpoint could be that Amina was not being irresponsible because she did not mean to break the jar. / Some might argue that Maya did not need to return because forgetting to feed Rusty was only one mistake. / Another person might say someone else at the shelter could have taken care of Rusty. / Someone could argue that Maya had already left and did not need to go back. / Another viewpoint might be that making a mistake does not automatically make someone irresponsible. / Some people might believe intentions are more important than actions. / Someone could argue that one responsible choice does not prove someone is a good citizen. / Another person might believe people should not be judged by a single mistake. / Some might argue that responsibility only matters when consequences are serious.

12 Rebuttal Cards — R

However, avoiding trouble would not have solved the problem or repaired the trust that could have been lost. / Even though breaking the jar was an accident, being responsible meant admitting what happened. / Although Amina could have avoided immediate trouble, dishonesty could have created a larger problem later. / While Amina did not mean to break the jar, responsibility is shown by what a person does after a mistake. / Although Maya made only one mistake, Rusty depended on her, which made correcting the mistake important. / Even if someone else could eventually help Rusty, Maya had accepted the responsibility herself. / Although Maya had already left, returning showed that she understood the importance of correcting her mistake. / While one mistake does not automatically make someone irresponsible, choosing to correct it demonstrates responsibility. / Intentions matter, but responsible people must also consider the effects of their actions. / One choice may not prove everything about a person, but Maya's decision showed important qualities of good citizenship. / People should not be defined by one mistake, which is exactly why the way they respond to the mistake matters. / Responsibility matters even when consequences seem small because habits of responsibility affect how much others can trust us.

12 Ending Cards — E

For these reasons, Amina made the right choice by telling the truth and taking responsibility for what happened. / Amina's actions show that honesty is an important part of taking responsibility. / The evidence demonstrates that telling the truth was the strongest choice Amina could make. / Amina's decision ultimately helped repair the problem rather than make it worse. / Maya made the responsible choice when she returned to the shelter to care for Rusty. / Maya's actions demonstrate that correcting a mistake can be just as important as avoiding one. / Returning to the shelter showed that Maya understood what responsibility required. / The evidence supports the idea that Maya grew because she acted differently after recognizing her mistake. / Both characters demonstrate that responsibility requires action. / These examples show that people reveal their character through the choices they make after mistakes. / Being trustworthy requires

people to follow through on responsibilities even when doing so is inconvenient. / A strong community depends on people who are willing to admit mistakes, correct them, and care about how their actions affect others.

12 Significance Cards — S

Ultimately, honesty builds trust and strengthens relationships. / In the big picture, taking responsibility helps people solve problems and improve situations. / Families, classrooms, and communities become stronger when people choose to do the right thing even when it is difficult. / Good citizenship matters because communities depend on people caring about how their actions affect others. / Truth can lead to solutions, while avoiding responsibility often allows problems to grow. / Taking responsibility for mistakes helps people develop character that others can trust. / Responsibility matters because other people—and sometimes animals—depend on us to follow through on what we promise. / Communities become more dependable when people learn from mistakes instead of hiding them. / Caring for others requires consistency, responsibility, and follow-through. / Mistakes can become opportunities for growth when people choose to correct them. / Responsible actions help create trust within classrooms, families, friendships, and communities. / In the larger world, good citizenship means understanding that our choices can affect people beyond ourselves.

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

🔊 Teacher Script

"Let's examine how our CREATURES argument was built. We are not checking whether we simply used nine letters — we are checking whether our thinking works together."

Question 1: "What happens if you have evidence but do not explain your thinking?" (Students: "The reader may not understand why it matters.") Teacher: "Evidence is proof. Thinking explains why the proof matters."

Question 2: "Why does the A for Argument matter?" (Students: "The ideas have to be in order.") Teacher: "Argument means arranging ideas so the reader can follow your reasoning."

Question 3: "What does U — Understanding Others ask us to do?" (Students: "Think about what someone who disagrees might say.") Teacher: "That is our counterargument. Strong writers understand another viewpoint."

Question 4: "What is the difference between U and the second R?" (Students: "U tells the other side; R responds to it.") Teacher: "U says 'I understand what someone else might think.' The rebuttal says 'Here is why I still believe my claim is stronger.'"

Question 5: "How is an ending different from significance?" (Students: "The ending finishes the argument; significance tells why it matters beyond the student.") Teacher: "Your ending brings your argument together; your significance tells why the idea matters beyond you."

USE (Independent Practice) — Build Your Full CREATURES Argument

Students return to their claim and reasons from Module 2, then: verify the claim answers the prompt; organize reasons logically; add evidence for each reason; explain their thinking; develop one reasonable counterargument; respond with a rebuttal; write an ending that reinforces the claim; add a significance statement; and combine the pieces into a coherent multi-paragraph argumentative response.

CREATURES Student Checklist

- C — Did I clearly state what I believe or decided?
- R — Did I provide strong reasons that support my claim?
- E — Did I use evidence from the text?
- A — Did I arrange my reasons and evidence in a logical order?
- T — Did I explain how my evidence supports my reasoning?
- U — Did I recognize a reasonable opposing viewpoint?
- R — Did I respond to that viewpoint and return to my claim?
- E — Did I reinforce my claim and bring my argument together?
- S — Did I explain why this issue matters beyond me?

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(E)(i)-(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

*"You built something powerful today.
You did not simply write sentences. You constructed an argument.
You made a decision. You supported it. You proved it. You explained it. You
considered another perspective. You defended your thinking. And then you showed
why the idea matters.
That is sophisticated writing."*

Recognition Ideas:

- Claim Captain
- Reason Master
- Evidence Expert
- Argument Architect
- Thinking Leader
- Perspective Pro
- Rebuttal Responder
- Ending Expert
- Significance Scholar
- CREATURES Creator

TARGET

Reflection Questions:

- Is my claim clear?
- Do all of my reasons support my claim?
- Does my evidence match the reason beside it?
- Are my ideas arranged logically?
- Did I explain my evidence instead of expecting the reader to figure it out?
- Did I include a reasonable counterargument?
- Does my rebuttal respond directly to the counterargument?
- Does my ending reinforce my original claim?
- Does my significance explain why the issue matters beyond me?

Curiosity Questions:

- What makes one argument more convincing than another?
- Can two people use the same evidence and reach different conclusions?
- Why should a writer understand someone who disagrees?
- What makes a rebuttal strong?
- How does logical order affect a reader?
- How can an argumentative ending influence what a reader thinks?
- How does significance move writing from personal thinking to bigger-picture thinking?

★ Daily Deck Slide

Strong arguments answer the other side and reach beyond the page.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN

Teacher Script

*"Now teach someone else how CREATURES works.
If you can explain the framework to someone else, you are showing that you understand not only what the letters stand for, but what each part actually does."*

Student Teaching Frames:

- "C stands for Claim. Its job is..."
- "The first R stands for Reasons. Reasons are important because..."
- "E stands for Evidence. Evidence helps because..."
- "A stands for Argument. Logical order matters because..."
- "T stands for Thinking. This is different from evidence because..."
- "U stands for Understanding Others. In argumentative writing, this becomes..."
- "The second R stands for Rebuttal. Its job is..."
- "The second E stands for Ending. A strong ending should..."
- "S stands for Significance. Significance moves our thinking beyond ourselves by..."

★ Daily Deck Slide

Teach the CREATURE: establish, prove, answer the other side, bring it together.

Embedded Check for Understanding

Teacher Script

"I will name a CREATURES letter; show me its job with your hands — fist for Claim, three fingers for Reasons, open palm for Evidence, stacking motion for Argument, tap your head for Thinking, turn to a neighbor for Understanding Others, push back for Rebuttal, bring hands together for Ending, and reach outward for Significance."

Closing Teacher Script

Teacher Script

"Today, you did not just write. You built an argument. You made a claim. You gave reasons. You supported those reasons with evidence. You organized your argument so that your reader could follow you. You explained your thinking. You understood another point of view. You responded with a rebuttal. You brought your argument together with an ending. And then you asked the biggest question of all... Why does this matter beyond me? That is CREATURES. If you have to decide... you must declare the WHY. And if you declare the WHY... you must build the argument that proves it. And when your argument is complete... show the reader why it matters."

Module 3 — Exemplar Responses

Use these exemplars to calibrate a complete CREATURES argument. Prompt: Explain if Amina should have told the truth about breaking the jar.

High Exemplar (Green)

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. One reason is that honesty builds trust. The text states, "Thank you for telling the truth, Amina." This shows that Amina's honesty rebuilt trust with her teacher because she admitted exactly what happened instead of hiding her mistake. Some people might argue that Amina should have stayed quiet because admitting the accident could have gotten her in trouble. However, staying quiet would not have solved the problem or protected the trust between Amina and her teacher. For these reasons, telling the truth was the right choice because it showed responsibility and repaired the problem. Ultimately, honesty matters because families, classrooms, and communities depend on people being able to trust one another.

This is a High response because it includes every part of CREATURES — claim, reasons, evidence, thinking, a counterargument, a rebuttal, an ending, and significance that reaches beyond the story.

Medium Exemplar (Yellow)

Amina should have told the truth because honesty is important. One reason is that honesty builds trust. The text states, "Thank you for telling the truth, Amina." This shows that being honest was a good choice. Some people might think Amina should have stayed quiet, but telling the truth was better.

What this response needs to improve: it has a claim, one reason with evidence, and a brief counterargument, but the thinking is thin, the rebuttal does not clearly return to the claim, and it is missing a strong ending and a significance statement.

Low Exemplar (Red)

Amina should have told the truth. It was the right thing to do. Honesty is good and she did the right thing.

What this response needs to improve: it states a claim but gives no evidence from the text, no explanation of thinking, no counterargument or rebuttal, and no significance. It needs the full CREATURES structure.

Module 3 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can construct an argumentative claim (decision + "because" + reasons) using a Claim, an Evidentiary Bridge, and an Explanation.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, claim cards, reason cards, evidence cards, and the Cluster 6 passage.
Related TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) develop drafts by developing an engaging idea with relevant details
Task	Students perform a formative check by labeling cards and a final independent task by writing an argumentative claim.
Expected Response	Students identify the decision and supporting reasons, then combine them into a claim that declares the WHY.

Informal Assessment

During the lesson, observe students during the card-matching activity. Listen for students as they explain why a card is a "decision" (the claim) versus a "reason" (the because clause). Check to see if students can orally rehearse the transition between a claim and its supporting evidence before writing.

Formative Assessment

The Day 3 independent practice serves as the formative check. Students will be given one claim card and one reason card. They must label each card, explain their reasoning, and then combine the matched pair into a two-sentence argumentative claim.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Claim	Must state a clear decision (the WHAT).
Evidentiary Bridge	Must name the passage.
Explanation	Must directly answer the prompt.
Reason Flow	Sentences must move from claim to reasons.

Prompt	Prompt Type	Expected Claim
Should Amina have confessed about the broken jar?	SHOULD	Amina should have confessed because honesty builds trust and shows responsibility.

 Answer Key

Teacher Note: For the independent task, ensure students are focusing on low-stamina responses (~150-word target for later modules) by mastering the claim structure now.

Oral-Rehearsal Frame for Students: "In the passage [Passage Title], the author discusses [Decision/Claim]. [Author/Subject] [Reason/Action], which shows that [Explanation/Answer to Prompt]."

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can identify a claim (a decision + "because" + reasons) in the passage.
- Visual/Physical — Attempt — Sort It: Students sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."
- Written — Discuss/Use — One-Sentence Summary: Students write the claim for the passage in a single sentence.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 3 — Intervention: Build One Part at a Time (Guided CREATURES)

Field	Detail
Purpose	Support students who feel overwhelmed by full argumentative writing, struggle to connect reasons and evidence, confuse evidence with thinking, struggle to organize ideas, have difficulty understanding counterargument and rebuttal, or need additional support moving from a conclusion to significance.
Relevant TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to persuade with detail

Teacher Script

"We are not going to build the entire CREATURES argument at once. We are going to build one strong piece at a time. When each piece is strong, we will connect them."

Step 1 — Teacher Provides: 1 prompt, 1 claim, and 2 possible reasons. Students select the stronger reason.

Step 2 — Build C-R-E-T Together. Students complete: C — Claim: "I believe ____." R — Reason: "One reason ____ is because ____." E — Evidence: "The text states, '____.'" T — Thinking: "This shows ____ because ____."

Step 3 — Add A (Argument). Teacher asks: "Which idea needs to come first?" / "What should come next?" / "Does your evidence appear beside the reason it proves?" Students physically arrange sentence strips before writing.

Step 4 — Add U-R. Students complete: U — Understanding Others: "Some people might argue that ____." R — Rebuttal: "However, ____."

Step 5 — Add E-S. Students complete: E — Ending: "For these reasons, ____." S — Significance: "This matters beyond this situation because ____."

Step 6 — Color Code. Students highlight: Claim = one consistent color; Reasons = green; Evidence = yellow; Thinking = red; Counterargument/Rebuttal = another designated paired color; Ending/Significance = blue. (Teacher may adapt the color system to align with existing classroom materials.)

Step 7 — Repeat With Less Support. Students create a second CREATURES argument with fewer teacher-provided pieces.

Intervention Goal — Students can: identify each CREATURES component; connect reason

-> evidence -> thinking; organize ideas logically; distinguish another viewpoint from their own position; create a rebuttal; distinguish ending from significance; and produce a supported argumentative response.

Module 3 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to define the scope of the argumentative topic.	Students say "broad" while stretching arms wide or "specific" while making a small focus shape.	Students use the wrong hand gesture for the scope.	Model the physical movement: stretch arms wide for broad; make a small shape for specific.
Ask students to identify the components of a claim (decision + "because" + reasons).	Students identify the decision (e.g., "Amina was responsible"), the word "because," and the reasons (e.g., "she confessed even though no one saw what happened").	Students identify the decision but cannot state the reasons.	Point to the claim frame and ask, "What is the decision? What are the reasons? Did you say 'because'?"
Ask students to explain how a claim connects to a passage detail.	Students explain how the claim "Amina was responsible because she raised her hand and said 'I bumped the table'" connects to the passage detail "Amina took a deep breath and raised her hand."	Students simply place the card without explaining the connection.	Ask students to explain every sort; do not allow them to just place the card.

Student Support Quick Reference

If a student...	Support to Provide
Struggles with scope	Use the physical HABIT: stretch arms wide for "broad" and make a small focus shape for "specific."
Forgets the claim structure	Keep the claim frame (decision + "because" + reasons) visible on the board at all times.
Cannot connect ideas to text	Use the frame: "The [passage detail] shows [claim] because..." to connect a specific claim to a passage detail.
Masters quickly	Route to Module 3 enrichment.

Module 3 — Enrichment: Strongest Argument Wins (Multi-Layer CREATURES Challenge)

Field	Detail
Purpose	Push advanced students to deepen every layer of a CREATURES argument and elevate the writing.
Relevant TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 12C(ii) using craft
Relevant ELPS	4(D)(i)–(iii) sentence types and connecting words; 4(E)(i)–(ii) conventions and grammatical structures

Students upgrade each part of their argument:

- weak reasons -> stronger reasoning
- loosely related evidence -> precise evidence
- random order -> purposeful logical sequence
- simple explanations -> deeper thinking
- unrealistic counterarguments -> reasonable opposing viewpoints
- repeated claims -> responsive rebuttals
- basic endings -> cohesive conclusions
- personal reflections -> larger significance
- simple vocabulary -> precise academic language

Advanced Prompt: Explain whether or not Maya showed more responsibility than Amina.

Students must: choose a position; compare evidence from both texts; organize the comparison logically; acknowledge a reasonable argument for the other character; rebut that argument; and explain why understanding responsibility matters beyond the two characters.

Enrichment Goal — Students demonstrate: layered reasoning; comparison thinking; purposeful organization; evidence-based argument; understanding of opposing perspectives; responsive rebuttal; defense of ideas; meaningful significance; and higher-level argumentative structure.

Module 3 — Additional Writing Opportunity: Build the Reasons

Writing Prompt

Explain whether or not Maya should have returned to the shelter to feed Rusty. Support your claim with three strong reasons.

Connection to This Module

This week you learned the Magnifying Process: brainstorm many reasons, group them, narrow each group to one strong idea, and choose the final three. Now you will use that HABIT to build the reasons for a claim.

Planning Support

1. Write your claim: a decision plus "because" plus reasons.
2. Brainstorm many reasons on slips (write fast, think wide).
3. Group similar reasons, then narrow each group to its strongest idea.
4. Choose your final three reasons — make sure they are different from each other.

Step	Planning Guide
Step 1: The Claim	Write a claim that takes a side and declares the WHY.
Step 2: The Three Reasons	Turn your final three into topic sentences using "One reason... Another reason... A final reason...".
Step 3: The Evidence	Find one piece of evidence from the passage for each reason.

Drafting Space

Write your claim and your three strong reasons, each with one piece of evidence from the passage. This is the reasons-and-evidence core of your extended constructed response (ECR).

Model: "Maya should have returned to the shelter because responsibility means finishing your job, Rusty depended on her, and good citizens fix mistakes."

Success Criteria

- My claim takes a clear side.
- I give three strong reasons that are different from each other.
- Each reason has evidence from the passage.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your reasons aloud. Make sure no two reasons are copies of each other.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your claim and three reasons to a partner. Your partner names each reason and its evidence.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the argumentative thinking, not only read it. These moments are built around this module's work — building a claim for an argumentative prompt (decision + "because" + reasons):

- Choral-read a claim aloud ("Amina must tell the truth because no one saw the jar break"); students signal which part is the decision and which is the "because."
- "Zoom in" out loud: partners say a decision ("Amina should stay quiet"), then narrow it to a claim with reasons ("Amina must tell the truth because honesty shows responsibility") in one breath.
- Read a claim aloud from the passage; the class claps when they hear the "because" turn from a vague feeling to a specific reason.
- One student reads their claim aloud ("Amina must declare the WHY because being honest shows responsibility"); the class listens for a clear move from decision to evidence to explanation.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

II Pause Point — Before Writing

Stop and think: What is the prompt really asking me to decide? Say it in your own words before you write. Remember the HABIT: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons. For example, if the prompt asks whether Amina did the right thing, your claim might be: "Amina did the right thing because she told the truth even when no one had seen exactly what happened."

II Pause Point — Midway

Stop and think: Does what I have written so far move from a broad idea to a specific thesis (central idea)? If not, fix it now, not later. Check: Did I state a clear decision? Did I use "because"? Did I give reasons that point back to evidence from the passage? For example, "Amina showed responsibility because she raised her hand and said, 'I bumped the table and knocked it over. I didn't mean to.'" If your reasons are vague or you skipped the "because," go back and fix it now.

II Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear. For example, "Amina felt proud. She had made a mistake, but her honesty helped make things right." Make sure your claim, reasons, evidence, and explanation all connect. If you are writing for the state writing assessment, your answer must show a clear claim with at least two reasons tied to passage evidence.

Module 3 — At-Home Connection

Purpose

These at-home tasks turn your child into a claim builder and argument expert at home. They need little or no materials and each one ends in a short conversation, not a worksheet. When a child explains the learning to you, the learning gets stronger. The HABIT is: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this ice-blue card home first. It practices writing a claim that declares a decision and the WHY behind it.



Task Card 1 - Claim Builder

TEKS 12C(i). Write one claim about whether Amina did the right thing when she raised her hand and said, "I'm sorry, Mrs. Ramirez. I bumped the table and knocked it over. I didn't mean to." Your claim must include a decision and "because" plus reasons. Read your claim aloud to a family member. Family signature:



Teacher Information - Task Card 2

Teacher note: this pale-green card practices using a text bridge and a specific claim (decision + "because" + reasons) to connect ideas from the passage.



Task Card 2 - The Text Bridge

TEKS 12C(i). Choose one passage from school. Write one claim about whether Amina did the right thing. Then, choose one passage and add a text bridge and a specific claim (decision + "because" + reasons). Family signature:



Teacher Information - Task Card 3

Teacher note: Card 3 is the same assignment with built-in language support—a word bank and a frame. It is not a reduced standard.

**Task Card 3 - Three-Part Claim**

TEKS 12C(i). Read the three-part claim to someone at home. Ask them to point to the claim, the evidence, and the explanation. Word bank: Claim, Evidence, Explanation. Frame: "The claim is _____. The evidence is _____. The explanation is _____." Family signature: _____



Module 3 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing claims for argumentative prompts using the passage "Crash," look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Identify a claim (a decision + "because" + reasons).			
Identify reasons that support the claim.			
Find evidence from "Crash" to back up a reason.			
Explain how the evidence connects back to the claim.			
Use the HABIT: "If you have to decide, you must declare the WHY."			

One thing I am proud of:

One thing I want to get better at:

Module 3 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"Today you learned to write a claim for an argumentative prompt. A strong claim makes a decision, declares the WHY with 'because,' and gives reasons backed by evidence from the text. You are learning how to answer a prompt by taking a side and proving it with proof from the passage."

Module Essential Question - Answered

How can a writer combine all the parts of an argument into one complete, convincing paper? A writer states a claim, supports it with reasons and evidence, explains their thinking, answers the other side with a rebuttal, ends with purpose, and shows why the idea matters beyond themselves.

Teacher Reflection - Module 3

Which students struggled to move from a decision to a declared WHY (reasons)?

Did students successfully use evidence from the passage to support their claim?

Which students are struggling with the "If you have to decide, you must declare the WHY" HABIT and need more oral-rehearsal practice?

Who needs stamina support to move beyond one-sentence responses and into the next TREES part?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Completed "My Claim/My Reasons" argumentative outlines
 - Student "My Decision/My Because/My Evidence" practice sheets
 - Oral-rehearsal recordings of student claims (e.g., "Amina made the right choice because honesty shows responsibility")
 - The Module 3 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
-
-
-

Virtual Classroom Adjustment

Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to build a claim that declares the WHY (reasons + evidence + explanation):

- Display a decision and a "because" clause on screen; students sort them in a shared slide.
- Use the chat to have everyone narrow one decision to a full claim at the same time.
- Students draft their SET claim in a shared doc; screen-share one to model the declare-the-WHY step.
- Keep the SET steps on screen so remote students build the claim in the same order.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.
- Model the HABIT: "If you have to decide, you must declare the WHY." Show how Amina's claim — "I'm sorry, Mrs. Ramirez... I bumped the table and knocked it over. I didn't mean to." — pairs a decision ("I did it") with a "because" reason ("I didn't mean to").
- Have remote students type a claim about Amina's honesty into the chat: decision + "because" + reasons. Example prompt: "Should Amina have stayed quiet? Claim: Amina should tell the truth because no one had seen exactly what happened."
- Screen-share the passage line — "For a moment, Amina wondered if she should stay quiet." — and ask remote learners to build the claim, reasons, evidence, and explanation in a shared doc.
- Model the explanation step: "Amina felt proud. She had made a mistake, but her honesty helped make things right." Show how this wraps the claim and ties back to the decision.
- Keep the state writing assessment prompt on screen; remote students type their claim + reasons + evidence + explanation in a shared doc before the timer ends.

M O D U L E

4

**Argumentative
Correspondence Writing a
Persuasive Letter**

Week 4 • Very High Stamina

Module 4: Argumentative Correspondence — Writing a Persuasive Letter

Writing Focus: Argumentative Correspondence (Letter Writing)

Week 4 - Very High Stamina

If You Have to Decide, You Must Declare the WHY!

Teacher Inspiration



Teacher Script

“When students write with a real audience in mind, their thinking sharpens, their voice strengthens, and their purpose becomes clear.”

Why This Module Matters

Students learn to deliver an argument to a specific audience by writing a persuasive letter — a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing. The argument does not change; the format and the audience do.

Module Essential Question

How can a writer deliver an argument to a specific audience through a persuasive letter?

Module 4 — Family Communication

Purpose

Students are learning that if you have to decide, you must declare the WHY. A claim is a decision + “because” + reasons. This is the first step toward the cluster’s Extended Constructed Response (ECR).

How to Send It

Read this page together and invite your child to practice saying a claim aloud. This oral practice supports clear writing for the state writing assessment.

This Week's Learning

Students are learning to read an argumentative prompt, decide a side, and write a claim that states the decision + “because” + reasons. This is the start of building their ECR.

Table: The Claim Formula

Part	What it does	Student-Friendly Explanation
Decision	Choose a side / your position	Say what you decide.
Because	The linking word that declares the WHY	Tell that your decision has reasons.
Reasons	Two or more reasons that support the decision	Explain why your decision makes sense.

Dinner Table Conversation Starters

- When you must decide a side, how do you know what position you will take?
- Why is it important to declare the WHY after stating a decision?
- What two reasons could support a decision about telling the truth or helping someone?

Family Activity: Oral Rehearsal

The Challenge: Practice stating a claim aloud using this formula: decision + because + reasons.

1. “Crash” — Amina decides whether to tell the truth about breaking the jar.
2. “The Good Citizen” — Maya decides whether to return to the shelter to feed Rusty.

Family Letter

Dear Families,

This week your child is learning to deliver an argument to a real audience by writing a persuasive letter. The big focus is that the argument stays the same — a claim, reasons, evidence, and explanation — but it is shaped for a specific reader, with a greeting, an introduction, body paragraphs, a conclusion, and a closing.

We are practicing with "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility). Your child might write to Mrs. Ramirez, a friend, or a community leader, always keeping a clear claim and supporting it with reasons and evidence.

Please try this at home: Help your child write a short persuasive note to a family member ("Dear ___, I think we should ___ because ___."). Talking about WHO will read it and WHY it matters to that person is exactly the audience thinking we are practicing!

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a presentar un argumento a un público real escribiendo una carta persuasiva. Lo importante es que el argumento sigue siendo el mismo — una afirmación, razones, evidencia y explicación — pero se le da forma para un lector específico, con un saludo, una introducción, párrafos de desarrollo, una conclusión y una despedida.

Practicamos con "Crash" (Amina y la honestidad) y "The Good Citizen" (Maya y la responsabilidad). Su hijo o hija podría escribir a la maestra, a un amigo o a un líder de la comunidad, manteniendo siempre una afirmación clara apoyada con razones y evidencia.

Por favor, intente esto en casa: Ayude a su hijo o hija a escribir una nota persuasiva corta a un familiar ("Querido/a ___, creo que deberíamos ___ porque ___."). ¡Hablar sobre QUIÉN la leerá y POR QUÉ le importa a esa persona es justo el pensamiento de audiencia que practicamos!

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 4 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is a claim, and how is it different from just an opinion?
- What does it mean to "declare the WHY" when you make a claim?
- How would you decide whether Amina should have told the truth about breaking the jar — and why?
- What two reasons could you give to support your decision about Maya returning to the shelter?

Simple Family Activities

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

Family Activity - Decide and Declare

Ask your child a "you must choose" question from everyday life (for example: "Should kids have to help clean up after dinner?"). Your child must pick a side and then declare the WHY by finishing this sentence: "___ because ___." Remind them: a claim is a decision plus "because" plus reasons.

Family Activity - Build the Claim

Pick one of this week's stories — "Crash" (Amina and the broken jar) or "The Good Citizen" (Maya and Rusty at the shelter). Ask your child to make a claim about what the character should have done, using a decision plus "because" plus at least two reasons. For example: "Amina should have told the truth because honesty builds trust and shows responsibility."

Module 4 — Lesson Overview and Standards

Lesson Overview

In Module 4, students deliver their argument to a specific audience by writing a persuasive letter. They keep the full argument they have built across the cluster but shape it as correspondence: a Greeting, a SET introduction (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)/Claim), a TREES body, an RRR conclusion (Restated claim, Reference evidence, Reflection), and a Closing. The HABIT continues: "If you have to decide, you must declare the WHY — and now you deliver it."

BIG Goal: Students will write a complete argumentative letter to a specific audience, keeping a clear claim, reasons, evidence, and explanation.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12D(i)	compose correspondence	Days 1-5: students build and write an argumentative letter.
12C(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-3: the letter carries a full argument.
12C(ii)	compose argumentative texts, including opinion essays, using craft	Day 4: students refine voice and audience.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1-2: the SET introduction.
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 3-5: the RRR conclusion.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-3: the TREES body.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "Crash" connects to Social Studies and "The Good Citizen" connects to Social Studies through the theme of responsibility and good citizenship.

Module 4 — ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS 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.	Days 1, 3, 4, and 5
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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
4(D)	Writing	Language Structures / Syntax	Write using grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 4 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they learn to use argumentative claims to build stamina for 150-word responses.

Level	Language Objective
Pre-Production	Point to the claim, reasons, and evidence using gestures and icons.
Beginning	Sort color-coded cards and point to the claim or reason label before speaking.
Intermediate	Say aloud the claim using the frame: "Amina should ___ because ___."
High Intermediate	Explain the importance of honesty using the frame: "___ was important because ___."
Advanced	Use oral rehearsal to refine a claim before writing a complete response.

Teacher Script & Oral Rehearsal Scaffolding

To support students in moving from oral rehearsal to written stamina, use the following HABITS:

- Oral Rehearsal Frames: Before writing, have students pair up to practice their ideas using these frames:
- "Amina should [confess/come clean] because [she believes honesty shows responsibility/she wants to make things right]."
- "Maya should [return/go back] because [Rusty depended on her/it was her responsibility]."
- "My claim is ___ because ___ and ___."
- Sentence Stems for Support: Post these stems so students can borrow the language while they build the idea: "I decided ___," "One reason is ___," "The passage shows ___."
- Partner Rehearsal: Have students say their claim aloud to a partner before writing, so the decision and reasons are clear before the pencil moves.

Language Domains

This module builds all four language domains as students learn to write a claim (decision + "because" + reasons) for argumentative prompts. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear the target thinking modeled aloud and restate it before writing.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the passage and the prompt closely, marking the words that carry the meaning.
Writing	Students build an introduction that narrows to a thesis (central idea) in writing, moving from a spoken idea to a written response.

Module 4 — Learning Destination

Module Learning Objective

Students will build a claim that starts with a decision and moves to reasons (because) to prepare for the extended constructed response (ECR).

I Will Statements

- I will build a claim that starts with a decision and moves to reasons (because).
- I will identify whether a claim is a decision or reasons.
- I will use If you have to decide, you must declare the WHY to organize my thoughts.
- I will write a claim that answers my prompt.

I Can Statements

- I can tell whether a claim is a decision or reasons.
- I can use If you have to decide, you must declare the WHY to build a claim.
- I can write a claim that answers my prompt.

★ Daily Deck

Daily Deck - Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- I can distinguish between a decision and reasons.
- I can use the If you have to decide, you must declare the WHY HABIT to transition from a decision to reasons.
- My claim directly answers the prompt provided.
- My claim moves logically from the decision to the reasons of the text.

Evidence That Will Demonstrate Mastery

- A completed claim draft that moves from a decision to reasons.
- The ability to categorize sentences as "decision" or "reasons" during oral rehearsal.
- The Day 5 exit ticket, in which the student writes a claim that answers a prompt based on the Cluster 6 passages.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student which claim belongs in the Argument or which reason is the strongest support. The student must still determine if a claim is a decision plus a "because" clause and must still compose a connected argument.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the claim (a decision plus "because" plus reasons) in the Argument.	Supported. The teacher may read the passage aloud twice.	The student correctly categorizes sentences as claim, reason, or evidence.
Inferential	Analyze how a reason from the passage supports the claim.	Guided on Days 1 and 2, independent by Day 5.	The student explains how evidence from "Crash" leads into the claim.
Evaluative	Judge whether an argument moves logically from a claim to reasons to evidence.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence belongs in the claim position or the evidence position.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	A teacher may focus on sentence structure when the real breakdown is understanding the argument's purpose.	Before focusing on composition, ask the student to identify the claim versus the supporting reasons.
A claim is just a "summary."	A teacher may allow any retelling of the passage to serve as the opening.	Ask, "Does this sentence declare a decision with a 'because' clause, or is it just a plot summary?"
Writing a claim is a routine task.	Because students can identify topics quickly, it may be treated as a simple matching game.	Protect the depth of the analysis. Every later module depends on students understanding this logical flow.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The claim and the reasons are the same thing.	The student writes one sentence that tries to do both jobs at once.	Use a funnel visual: Ask, "Is this sentence the wide top (claim) or the narrow bottom (reason)?"
Any sentence about the passage works as evidence.	The student picks a random detail from "Crash" to support their argument.	Ask, "Does this sentence prove the claim, or is it a specific detail that does not connect?"
A connected argument is just a list of facts.	The student writes several disconnected sentences about the passage.	Use the HABIT of checking connections: "How does sentence A lead the reader to sentence B?"

Module 4 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

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 proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What happened?	I can state the claim.	Claim and Decision
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 4: Argumentative Correspondence — Writing a Persuasive Letter

Focus: Low stamina, ~150-word responses.

Level	Student Thinking	HABIT / Task
Recall	Define claim, reasons, evidence, and explanation.	Identify: Locate the claim, the reasons, the evidence, and the explanation within the text.
Skill	Sort claim cards and identify argumentative parts.	Categorize: Sort provided claim cards into the correct argumentative components.
Strategic	Match a claim to its supporting reasons and evidence.	Connect: Match a claim statement to its corresponding reasons and evidence.
Extended	Explain how the claim answers the prompt and revise a claim.	Analyze & Revise: Explain how the claim answers the prompt and revise a claim to improve the argumentative flow.

Teacher Script

“Class, this module we are shaping our argument into a persuasive letter. We start with Recall, naming the parts of a letter. Then Skill, sorting the parts in order. As we get stronger, we reach the Strategic level, connecting the SET introduction, TREES body, and RRR conclusion. Finally, at the Extended level, we adapt the letter for a specific audience. This is how we build our writing stamina!”

Oral-Rehearsal Frame: The Argumentative Connection

Teacher Script

“Let's rehearse the argumentative connection out loud before we write. First, the sentence frames: The claim states that _____. The reasons explain _____. The evidence from the passage proves _____. The explanation shows _____. And remember our HABIT — if you have to decide, you must declare the WHY.”

Teacher Script

“Now let's model with Amina. Her claim is: 'I should confess because I broke the jar and honesty shows responsibility.' The evidence is: 'I bumped the table and knocked it over. I didn't mean to.' The explanation is: 'Being honest shows responsibility.' And the passage proves: 'Being a good citizen means telling the truth, even when it feels hard.' Amina felt proud — she had made a mistake, but her honesty helped make things right.”

 Teacher Script

"Let's connect it to our writing. A claim is a decision plus 'because' plus reasons. The claim answers the prompt by showing Amina made the right decision, the reasons connect the claim to the evidence from the passage, and the explanation shows why the claim matters to the reader. On the state writing assessment, you will be asked to make a claim, give reasons, cite evidence, and explain why it matters."

Module 4 — Vocabulary

Vocabulary — Teacher Script



Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
letter	A written message sent to someone	"I can write a letter to ____ about ____."
choose	To pick one thing from two or more choices	"Amina can choose to ____ in 'Crash.'"
decide	To make a choice after thinking	"Maya must decide to ____ in 'The Good Citizen.'"
tell	To give someone information using words	"In my letter, I will tell ____ that ____."
explain	To make something clear by giving details	"I can explain why ____."
idea	A thought, plan, or opinion	"My idea for the letter is ____."
read	To look at words and understand their meaning	"I will read the letter to learn ____."
write	To put words on paper or a screen	"I will write to ____ about ____."
share	To give information or an idea to others	"I can share my idea about ____."
ask	To say or write a question	"In my letter, I can ask ____."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	An opinion that someone says is true	"My claim is that ____."
audience	The people who read, hear, or watch a message	"My audience for this letter is ____."
correspondence	Letters or messages sent between people	"The correspondence between ____ and ____ shows ____."
argument	Reasons and evidence used to support an opinion	"My argument is ____ because ____."
reasoning	The thinking that connects reasons to a claim	"My reasoning is that ____."
structure	The way a text is organized	"The letter's structure helps the reader ____."
purpose	The reason why something is written or done	"The purpose of my letter is to ____."
evidence	Facts or details that support an idea	"A detail from 'Crash' that supports my claim is ____."
persuade	To try to convince someone to think or do something	"I want to persuade my audience to ____."
point	An important idea in a message or argument	"My main point is ____."

Tier 3 Vocabulary

Teacher Script

"These words are connected specifically to the topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
honesty	ON-uh-stee	Telling the truth and being truthful	"Amina shows honesty when she ____ in 'Crash.'"
responsibility	ree-spon-suh-BIL-uh-tee	A duty or job that someone should take care of	"Maya shows responsibility by ____ in 'The Good Citizen.'"
citizen	SIT-uh-zun	A person who belongs to a community or country	"A good citizen can ____."
shelter	SHEL-ter	A safe place that protects people or animals	"The shelter in 'Crash' helps ____."
depend	dih-PEND	To need or rely on someone or something	"In 'Crash,' ____ can depend on ____ to ____."
trust	TRUST	A strong belief that someone is honest and dependable	"Amina earns trust when she ____."
community	kuh-MYOO-nuh-tee	A group of people who live or work together	"Maya helps her community by ____."
fairness	FAIR-niss	Treating people in an equal and right way	"Fairness means ____ in 'The Good Citizen.'"
neighbor	NAY-ber	A person who lives or works near you	"A good neighbor can ____."
protect	pruh-TEKT	To keep someone or something safe from harm	"Maya can protect her community by ____."

Module 4 — Background Knowledge and Teacher Context

In Module 4, students take everything they have built — a claim, reasons, evidence, explanation, and reflection — and deliver it to a specific audience through a persuasive letter. The argument itself does not change; what changes is the format and the awareness of a real reader.

A letter has clear parts: a Greeting to the reader, a SET introduction (Statement of Purpose, Evidentiary Transition, and Thesis (Central Idea)/Claim), a TREES body that carries the argument, an RRR conclusion (Restated claim, Reference evidence, Reflection), and a Closing. Writing for a specific audience sharpens students' thinking and voice — they must consider who is reading and why it matters to that person.

Both passages give students decisions worth arguing in a letter: Amina's choice to tell the truth (Crash) and Maya's choice to return to the shelter (The Good Citizen). Students can write to Mrs. Ramirez, a friend, a classmate, or a community leader, always keeping the full argument intact.

Quick Teacher Reference - Cluster 6

Students now:

- write full arguments
- make decisions (WHY thinking)
- support claims with evidence
- and now... write to a specific audience

Letter Structure

- Greeting
- Statement of Purpose (S)
- Evidence Transition (E)
- Thesis (Central Idea)/Claim (T)
- Body Paragraphs (TREES)
- Conclusion (R1, R2, R3)
- Closing

GRADUATE Infinity Lesson Cycle

This module follows the full GRADUATE Infinity Lesson Cycle across the week:

- G — Gather Their Attention
- R — Reveal the Background Knowledge
- A — Attempt the Activity
- D — Discuss and Ask Questions
- U — Use the Knowledge Again

- A — Award Yourself (Expanded)
- T — Target Their Goals (Expanded)
- E — Explain to Others

Module 4 — Materials and Module at a Glance

Materials Needed

This module has students physically build a persuasive letter, so gather the pieces first. Each student needs an interactive notebook with a practice pocket and a pencil. For the Build-A-Letter Lab, prepare the pre-cut Letter Part Cards (greetings, statements of purpose, evidence transitions, claims, and closings) and the prompt cards, plus scissors and glue for assembling and storing them. Have highlighters in blue, green, yellow, and red for labeling the letter parts, chart paper for modeling, and copies of both passages. A quick reference list follows.

Materials List

- Copies of "Crash"
- Copies of "The Good Citizen"
- Interactive notebooks (with practice pockets)
- Scissors
- Glue
- Highlighters (blue, green, yellow, red)
- Pre-cut Letter Part Cards (provided below)
- Prompt cards
- Chart paper

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Hook on writing to a real audience; introduce the parts of an argumentative letter (Greeting / SET / TREES / RRR / Closing).
Day 2	15	A — Attempt	Build-A-Letter Lab: assemble a persuasive letter from its parts.
Day 3	15	D — Discuss + U — Use	Discuss audience, then write a full argumentative letter independently.
Day 4	15	A — Award + T — Target	Celebrate delivering the argument and set an audience-focused goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner the parts of an argumentative letter.

Module 4 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus on writing to an audience. Use one whenever the class changes activities, when energy dips, or right before a new task.

This Module's Routine: "Dear Reader Freeze"

Teacher Script

"Tiny Time! I will name a letter part. Freeze in its pose — wave hello for Greeting, open both hands for the SET introduction, stack your hands for the TREES body, bring hands together for the RRR conclusion, and take a bow for the Closing. Then whisper that part's job to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Call a letter part (for example, "SET introduction!").
- Students strike the pose and whisper its job.
- Call two or three parts in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the parts each time so the Tiny Time stays fresh all week.

Module 4 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

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

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 4 — Mentor Text Moves

Teacher Script

“Watch how I turn an argument into a letter. The argument stays the same — I just shape it for a reader.”

Model Prompt: Explain whether Amina should have told the truth about breaking the jar, in a letter to Mrs. Ramirez.

Letter Part	Example
Greeting	Dear Mrs. Ramirez,
S — Statement of Purpose	People are often faced with choices that require honesty and responsibility.
E — Evidentiary Transition	In the story, Amina faced a difficult decision after breaking a jar.
T — Thesis (Central Idea) / Claim	Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
Body (TREES)	A full paragraph: reason, evidence, explanation, and reflection.
Conclusion (RRR)	R1 restate the claim, R2 reference the evidence, R3 reflect on why it matters.
Closing	Sincerely,

Teacher Script

“Notice the greeting names the reader, the SET introduction sets up the argument, the TREES body proves it, and the RRR conclusion brings it home — all in a letter.”

When you write your extended constructed response (ECR) for Module 4, write a full argumentative letter with all of these parts.

Module 4 — TRACKS: Reading the Passage for Evidence

Before students revise, they read the passage and TAP the TRACKS to find the six kinds of measurable evidence. In Module 4 this evidence becomes the raw material students reorder and clarify as they revise.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. When we have marked the TRACKS, we have the evidence we need to revise our writing with clear, well-ordered ideas."

TRACKS in "Crash"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's passage:

Letter	Category	Evidence from the Passage
T	Time	One afternoon; For a moment; Later; Soon
R	Reactions	Amina's heart started to race; Amina wondered if she should stay quiet; Amina felt proud; her honesty helped make things right
A	Actions	Amina's elbow bumped the table; the glass jar fell to the floor and broke; Diego and Mei helped pick up the papers; Jamal brought a broom
C	Character, Concept, Creature	Amina; Mrs. Ramirez; Diego; Mei; Jamal; honesty; responsibility; citizenship
K	Key Knowledge	Accidents happen; being honest shows responsibility; being a good citizen means telling the truth, even when it feels hard
S	Scenery / Setting	her classroom; the table near the window; the floor

TRACKS in "The Good Citizen"

Here is the evidence students should find and highlight as they TAP the TRACKS in this module's second passage:

Letter	Category	Evidence from the Passage
T	Time	Every Saturday morning; One busy Saturday; Later that afternoon
R	Reactions	Rusty wagged his tail wildly; Her stomach twisted with worry; Maya realized something important
A	Actions	she had never filled Rusty's food bowl; Maya jumped on her bike and pedaled as fast as she could; she quickly filled his bowl
C	Character, Concept, Creature	Maya; Rusty; responsibility; citizenship
K	Key Knowledge	others depended on her; being a good citizen meant doing your job carefully; trusting her to take care of him
S	Scenery / Setting	the small dog shelter at the edge of town; the kennels; the park

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] The class had been studying plants for several weeks. Earlier in the month, each student planted seeds and recorded observations in a science journal. Every few days, they measured their plants and wrote notes about what they noticed. Some seeds sprouted quickly, while others took more time. The students enjoyed comparing their results and learning how plants grow.

[3] Mrs. Ramirez often reminded the class that plants need sunlight, water, air, and nutrients from the soil. She encouraged students to observe changes carefully and ask questions. Many students looked forward to science time because they enjoyed watching living things grow.

[4] The plant in the glass jar was one of the class favorites. It had started as a tiny seed but now had several bright green leaves. Mrs. Ramirez placed it near the window so it could receive plenty of sunlight each day. Students often gathered around the jar to examine it and discuss how much it had grown.

[5] That afternoon, the class was working on posters about the parts of a plant. Students were divided into small groups. Diego, Mei, Jamal, and Amina worked together at a table near the window.

[6] Diego carefully drew roots stretching beneath the ground. Mei labeled the stem and leaves. Jamal added colorful flowers and a bright sun in the corner of the poster. Amina wrote facts about how plants use sunlight and water to survive.

[7] The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students. Mrs. Ramirez walked around the room, checking on each group and answering questions.

[8] "You are all doing excellent work," she said with a smile.

[9] The students continued working.

[10] Amina enjoyed science projects. She liked learning new things and helping her classmates. Whenever someone needed a marker, ruler, or sheet of paper, Amina was usually happy to share.

[11] As the project continued, the students passed supplies back and forth across the table. Everyone was focused on finishing their poster before the end of class.

[12] A few minutes later, Amina noticed that the green marker was on the far side of the table. She reached across to grab it.

[13] At the same moment, she shifted her chair slightly.

[14] Her elbow bumped the edge of the table.

[15] Everything seemed to happen at once.

[16] The table shook.

[17] The glass jar near the window tipped over.

[18] Crash!

[19] The jar hit the floor and shattered.

[20] The loud sound echoed throughout the room.

[21] Conversations stopped immediately.

[22] Every student looked toward the noise.

[23] Amina froze.

[24] Her heart started to race.

[25] The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window.

[26] For several seconds, nobody spoke.

[27] Amina stared at the floor.

[28] She felt embarrassed.

[29] She felt nervous.

[30] Most of all, she felt worried.

[31] The class had spent weeks caring for the plant. Students watered it, measured it, and recorded observations about its growth. Everyone was proud of how healthy it looked.

[32] Now the jar was broken.

[33] Amina wondered what would happen next.

[34] Had anyone seen her bump the table?

[35] She glanced around the room.

[36] Most students had been looking at their own projects. A few students appeared confused about what had happened.

[37] For a brief moment, Amina considered staying quiet.

[38] Maybe nobody knew the accident was her fault.

[39] Maybe everyone would simply clean up the mess and continue working.

[40] Maybe she could avoid getting into trouble.

[41] But the thought made her uncomfortable.

[42] Deep down, Amina knew that staying silent would not be honest.

[43] Mrs. Ramirez walked over and carefully examined the mess.

[44] Fortunately, nobody had been hurt.

[45] The broken glass was several feet away from the nearest student.

[46] Mrs. Ramirez looked around the room.

[47] "Does anyone know what happened?" she asked calmly.

[48] The classroom became very quiet.

[49] Amina felt a knot form in her stomach.

[50] She lowered her eyes and thought carefully.

[51] Part of her wanted to remain silent.

[52] After all, admitting the truth felt scary.

[53] She worried that Mrs. Ramirez might be disappointed.

[54] She worried that her classmates might be upset.

[55] She worried that everyone would blame her for ruining the project.

[56] As she sat there thinking, Amina remembered a conversation she had with her grandmother.

[57] Her grandmother often told stories about the importance of honesty.

[58] One day, Amina had asked why telling the truth mattered so much.

[59] Her grandmother smiled and said, "People trust those who are honest. Trust is hard to earn but easy to lose."

[60] Amina thought about those words now.

[61] She also remembered a lesson from social studies class.

[62] The class had been learning about good citizenship. Mrs. Ramirez explained that good citizens show responsibility, tell the truth, and try to make things right when mistakes happen.

[63] Amina knew accidents happen to everyone.

[64] What mattered now was how she responded.

[65] Taking a deep breath, she slowly raised her hand.

[66] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[67] For a moment, the room remained quiet.

[68] Amina waited nervously.

[69] Then Mrs. Ramirez smiled kindly.

[70] "Thank you for telling the truth, Amina," she said. "Accidents happen, but being honest shows responsibility."

[71] Amina immediately felt relieved.

[72] Mrs. Ramirez was not angry.

[73] Instead, she seemed proud that Amina had admitted what happened.

[74] Several classmates nodded.

[75] "That could have happened to anyone," Diego said.

[76] "We were all reaching for supplies," Mei added.

[77] Jamal smiled.

[78] "I'm glad you told the truth."

[79] Their responses made Amina feel better.

[80] Instead of blaming her, her classmates understood that it was an accident.

[81] Mrs. Ramirez thanked the students for being supportive.

[82] "Let's work together to clean this up safely," she said.

[83] Immediately, students volunteered to help.

[84] Diego and Mei gathered the scattered papers.

[85] Jamal went to the supply closet and returned with a broom.

[86] Mrs. Ramirez carefully swept the broken glass into a dustpan.

[87] Amina helped collect the spilled soil.

[88] Other students moved chairs and supplies out of the way.

[89] Working together, the class cleaned the area much faster than one person could have done alone.

[90] Within a few minutes, the floor looked neat again.

[91] The students then turned their attention to the plant.

[92] Everyone gathered around to see if it had survived.

[93] Fortunately, the roots were still covered with soil, and only a few leaves were bent.

[94] Mrs. Ramirez found another container and carefully placed the plant inside.

[95] After adding fresh soil and a little water, she smiled.

[96] "I think our plant is going to be just fine," she said.

[97] The class cheered.

[98] Amina smiled for the first time since the accident.

[99] She was happy the plant had not been seriously damaged.

[100] The students returned to their projects.

[101] As they worked, Amina noticed she felt much calmer.

[102] Earlier, she had been worried and nervous.

[103] Now she felt relieved.

[104] Telling the truth had been difficult, but it was the right choice.

[105] When the posters were finished, Mrs. Ramirez gathered everyone together for a class discussion.

[106] "What can we learn from what happened today?" she asked.

[107] Hands immediately shot into the air.

[108] "We should be careful around classroom projects," one student said.

- [109] "We should help clean up accidents," another added.
- [110] "We should tell the truth when we make mistakes," Diego said.
- [111] "We should work together to solve problems," Mei added.
- [112] Mrs. Ramirez smiled.
- [113] "Those are all wonderful answers."
- [114] She explained that mistakes are a normal part of life.
- [115] Everyone makes mistakes sometimes.
- [116] The important thing is learning how to respond when they happen.
- [117] "If we make a mistake," she said, "we should be honest, take responsibility, and try to make things right."
- [118] The students listened carefully.
- [119] Mrs. Ramirez continued.
- [120] "Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger."
- [121] The students nodded.
- [122] Amina thought about everything that had happened that afternoon.
- [123] At first, she had felt scared and embarrassed.
- [124] She worried about getting in trouble.
- [125] She worried about disappointing her teacher.
- [126] She worried about what her classmates would think.
- [127] But after telling the truth, everything changed.
- [128] Her teacher respected her honesty.
- [129] Her classmates helped solve the problem.
- [130] The plant was saved.
- [131] The classroom was cleaned.
- [132] And everyone learned an important lesson.
- [133] When the final bell rang, students packed their backpacks and prepared to leave.
- [134] Before heading out the door, Amina glanced at the plant sitting safely in its new container.
- [135] She smiled.
- [136] The accident had been upsetting, but it had also taught her something important.
- [137] Sometimes doing the right thing feels difficult.
- [138] Sometimes it takes courage to admit a mistake.
- [139] But honesty helps people trust one another.

[140] Responsibility helps fix problems.

[141] And working together helps make things right.

[142] Amina felt proud.

[143] She had made a mistake, but she had also shown honesty and responsibility.

[144] As she walked home that afternoon, she knew she would remember the lesson for a long time.

[145] Being a good citizen is not about being perfect.

[146] It is about making good choices, telling the truth, and helping others when challenges arise.

[147] That day, Amina learned that one honest decision can make a big difference.

[148] Fiction - Passage 12

Student Annotation Guide — Crash

T — Time

One afternoon; for several weeks; Earlier in the month; Every few days; while others took more time; often reminded the class; It had started as a tiny seed; That afternoon; before the end of class; A few minutes later; At the same moment; Everything seemed to happen at once; immediately; For several seconds; The class had spent weeks caring for the plant; For a brief moment; As she sat there thinking; One day; now; For a moment; Within a few minutes; Earlier; When the posters were finished; that afternoon; after telling the truth; When the final bell rang; As she walked home that afternoon; That day

R — Reactions

The students enjoyed comparing their results; Many students looked forward to science time; one of the class favorites; with a smile; Amina enjoyed science projects; Everyone was focused; Every student looked toward the noise; Amina froze; Her heart started to race; nobody spoke; She felt embarrassed; She felt nervous; she felt worried; Everyone was proud; Amina wondered what would happen next; A few students appeared confused; the thought made her uncomfortable; Amina felt a knot form in her stomach; admitting the truth felt scary; She worried that Mrs. Ramirez might be disappointed; her classmates might be upset; everyone would blame her; Her grandmother smiled; I didn't mean to; Amina waited nervously; Mrs. Ramirez smiled kindly; Amina immediately felt relieved; Mrs. Ramirez was not angry; she seemed proud; Several classmates nodded; That could have happened to anyone; Their responses made Amina feel better; she smiled; The class cheered; Amina smiled for the first time since the accident; She was happy; Amina noticed she felt much calmer; she had been worried and nervous; Now she felt relieved; Mrs. Ramirez smiled; she had felt scared and embarrassed; She worried about getting in trouble; disappointing her teacher; what her classmates would think; everything changed; She smiled; The accident had been upsetting; Amina felt proud

A — Actions

loved helping; asked the students to work quietly; each student planted seeds; recorded observations; they measured their plants; wrote notes; She encouraged students to observe changes carefully and ask questions; Mrs. Ramirez placed it near the window; Students often gathered around the jar; examine it; discuss how much it had grown; the class was working on posters; Students were divided into small groups; Diego carefully drew roots; Mei labeled the stem and leaves; Jamal added colorful flowers; Amina wrote facts; Mrs. Ramirez walked around the room; checking on each group and answering questions; The students continued working; helping her classmates; happy to share; passed supplies back and forth across the table; finishing their poster; Amina noticed that the green marker was on the far side of the table; She reached across to grab it; she shifted her chair slightly; Her elbow bumped the edge of the table; The table shook; The glass jar near the window tipped over; The jar hit the floor and shattered; Conversations stopped immediately; Amina stared at the floor; Students watered it, measured it, and recorded observations; Now the jar was broken; Had anyone seen her bump the table?; She glanced around the room; Amina considered staying quiet; clean up the mess and continue working; avoid getting into trouble; Mrs. Ramirez walked over; carefully examined the mess; Mrs. Ramirez looked around the room; Does anyone know what happened?; She lowered her eyes and thought carefully; Amina had asked why telling the truth mattered so much; show responsibility, tell the truth, and try to make things right; Taking a deep breath; she slowly raised her hand; I bumped the table and knocked it over; Amina had admitted what happened; work together to clean this up safely; students volunteered to help; Diego and Mei gathered the scattered papers; Jamal went to the supply closet; Mrs. Ramirez carefully swept the broken glass into a dustpan; Amina helped collect the spilled soil; Other students moved chairs and supplies out of the way; Working together, the class cleaned the area; The students then turned their attention to the plant; Everyone gathered around; Mrs. Ramirez found another container; carefully placed the plant inside; After adding fresh soil and a little water; The students returned to their projects; Mrs. Ramirez gathered everyone together; We should help clean up accidents; be honest, take responsibility, and try to make things right; The students nodded; Her classmates helped solve the problem; The classroom was cleaned; students packed their backpacks and prepared to leave; Amina glanced at the plant sitting safely in its new container; working together helps make things right; making good choices, telling the truth, and helping others

C — Character/Concept/Creature

Amina; Mrs. Ramirez; a small glass jar; a young plant; a science journal; The plant in the glass jar; several bright green leaves; Diego, Mei, Jamal, and Amina; her grandmother; a broom; only a few leaves were bent; Being a good citizen

K — Key Knowledge

a science project about plants; The class had been studying plants; Some seeds sprouted quickly; learning how plants grow; plants need sunlight, water, air, and nutrients from the soil; watching living things grow; receive plenty of sunlight each day; the parts of a plant; stretching beneath the ground; how plants use sunlight and water to survive; You are all doing excellent work; She liked learning new things; Crash!; about its growth; how healthy it looked; staying silent would not be honest; nobody had been hurt; Amina remembered a conversation; the importance of honesty; People trust those who are honest; Trust is hard to earn but easy to lose; a lesson from social studies class; good citizenship; Amina knew accidents happen to everyone; What mattered now was how she responded; Thank you for telling the truth; being honest shows responsibility; it was an accident; the roots were still covered with soil; our plant is going to be just fine; the plant had not been seriously damaged; Telling the truth had been difficult, but it was the right choice; a class discussion; We should be careful around classroom projects; We should tell the truth when we make mistakes; We should work together to solve problems; mistakes are a normal part of life; Everyone makes mistakes sometimes; learning how to respond; Honesty helps people trust one another; Responsibility helps solve problems; Teamwork helps communities grow stronger; Her teacher respected her honesty; The plant was saved; everyone learned an important lesson; it had also taught her something important; Sometimes doing the right thing feels difficult; Sometimes it takes courage to admit a mistake; honesty helps people trust one another; Responsibility helps fix problems; she had also shown honesty and responsibility; she would remember the lesson for a long time; is not about being perfect; when challenges arise; one honest decision can make a big difference

S — Scenery/Setting

in her classroom; On the table near the window; near the window; at a table near the window; a bright sun in the corner of the poster; The classroom was peaceful; pencils moving across paper, pages turning, and the occasional whisper; near the window; The loud sound echoed throughout the room; The plant lay on the floor beside pieces of broken glass; Soil had spilled across the tile; beneath the window; several feet away from the nearest student; The classroom became very quiet; the floor looked neat again; out the door

TRACKS EVIDENCE HIGHLIGHTING — Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

[2] The class had been studying plants for several weeks. Earlier in the month, each student planted seeds and recorded observations in a science journal. Every few days, they measured their plants and wrote notes about what they noticed. Some seeds sprouted quickly, while others took more time. The students enjoyed comparing their results and learning how plants grow.

[3] Mrs. Ramirez often reminded the class that plants need sunlight, water, air, and nutrients from the soil. She encouraged students to observe changes carefully and ask questions. Many students looked forward to science time because they enjoyed watching living things grow.

[4] The plant in the glass jar was one of the class favorites. It had started as a tiny seed but now had several bright green leaves. Mrs. Ramirez placed it near the window so it could receive plenty of sunlight each day. Students often gathered around the jar to examine it and discuss how much it had grown.

[5] That afternoon, the class was working on posters about the parts of a plant. Students were divided into small groups. Diego, Mei, Jamal, and Amina worked together at a table near the window.

[6] Diego carefully drew roots stretching beneath the ground. Mei labeled the stem and leaves. Jamal added colorful flowers and a bright sun in the corner of the poster. Amina wrote facts about how plants use sunlight and water to survive.

[7] The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students. Mrs. Ramirez walked around the room, checking on each group and answering questions.

[8] "You are all doing excellent work," she said with a smile.

[9] The students continued working.

[10] Amina enjoyed science projects. She liked learning new things and helping her classmates. Whenever someone needed a marker, ruler, or sheet of paper, Amina was usually happy to share.

[11] As the project continued, the students passed supplies back and forth across the table. Everyone was focused on finishing their poster before the end of class.

[12] A few minutes later, Amina noticed that the green marker was on the far side of the table. She reached across to grab it.

[13] At the same moment, she shifted her chair slightly.

[14] Her elbow bumped the edge of the table.

[15] Everything seemed to happen at once.

[16] The table shook.

- [17] The glass jar near the window tipped over.
- [18] Crash!
- [19] The jar hit the floor and shattered.
- [20] The loud sound echoed throughout the room.
- [21] Conversations stopped immediately.
- [22] Every student looked toward the noise.
- [23] Amina froze.
- [24] Her heart started to race.
- [25] The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window.
- [26] For several seconds, nobody spoke.
- [27] Amina stared at the floor.
- [28] She felt embarrassed.
- [29] She felt nervous.
- [30] Most of all, she felt worried.
- [31] The class had spent weeks caring for the plant. Students watered it, measured it, and recorded observations about its growth. Everyone was proud of how healthy it looked.
- [32] Now the jar was broken.
- [33] Amina wondered what would happen next.
- [34] Had anyone seen her bump the table?
- [35] She glanced around the room.
- [36] Most students had been looking at their own projects. A few students appeared confused about what had happened.
- [37] For a brief moment, Amina considered staying quiet.
- [38] Maybe nobody knew the accident was her fault.
- [39] Maybe everyone would simply clean up the mess and continue working.
- [40] Maybe she could avoid getting into trouble.
- [41] But the thought made her uncomfortable.
- [42] Deep down, Amina knew that staying silent would not be honest.
- [43] Mrs. Ramirez walked over and carefully examined the mess.
- [44] Fortunately, nobody had been hurt.
- [45] The broken glass was several feet away from the nearest student.
- [46] Mrs. Ramirez looked around the room.
- [47] "Does anyone know what happened?" she asked calmly.

[48] The classroom became very quiet.

[49] Amina felt a knot form in her stomach.

[50] She lowered her eyes and thought carefully.

[51] Part of her wanted to remain silent.

[52] After all, admitting the truth felt scary.

[53] She worried that Mrs. Ramirez might be disappointed.

[54] She worried that her classmates might be upset.

[55] She worried that everyone would blame her for ruining the project.

[56] As she sat there thinking, Amina remembered a conversation she had with her grandmother.

[57] Her grandmother often told stories about the importance of honesty.

[58] One day, Amina had asked why telling the truth mattered so much.

[59] Her grandmother smiled and said, "People trust those who are honest. Trust is hard to earn but easy to lose."

[60] Amina thought about those words now.

[61] She also remembered a lesson from social studies class.

[62] The class had been learning about good citizenship. Mrs. Ramirez explained that good citizens show responsibility, tell the truth, and try to make things right when mistakes happen.

[63] Amina knew accidents happen to everyone.

[64] What mattered now was how she responded.

[65] Taking a deep breath, she slowly raised her hand.

[66] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[67] For a moment, the room remained quiet.

[68] Amina waited nervously.

[69] Then Mrs. Ramirez smiled kindly.

[70] "Thank you for telling the truth, Amina," she said. "Accidents happen, but being honest shows responsibility."

[71] Amina immediately felt relieved.

[72] Mrs. Ramirez was not angry.

[73] Instead, she seemed proud that Amina had admitted what happened.

[74] Several classmates nodded.

[75] "That could have happened to anyone," Diego said.

[76] "We were all reaching for supplies," Mei added.

- [77] Jamal smiled.
- [78] "I'm glad you told the truth."
- [79] Their responses made Amina feel better.
- [80] Instead of blaming her, her classmates understood that it was an accident.
- [81] Mrs. Ramirez thanked the students for being supportive.
- [82] "Let's work together to clean this up safely," she said.
- [83] Immediately, students volunteered to help.
- [84] Diego and Mei gathered the scattered papers.
- [85] Jamal went to the supply closet and returned with a broom.
- [86] Mrs. Ramirez carefully swept the broken glass into a dustpan.
- [87] Amina helped collect the spilled soil.
- [88] Other students moved chairs and supplies out of the way.
- [89] Working together, the class cleaned the area much faster than one person could have done alone.
- [90] Within a few minutes, the floor looked neat again.
- [91] The students then turned their attention to the plant.
- [92] Everyone gathered around to see if it had survived.
- [93] Fortunately, the roots were still covered with soil, and only a few leaves were bent.
- [94] Mrs. Ramirez found another container and carefully placed the plant inside.
- [95] After adding fresh soil and a little water, she smiled.
- [96] "I think our plant is going to be just fine," she said.
- [97] The class cheered.
- [98] Amina smiled for the first time since the accident.
- [99] She was happy the plant had not been seriously damaged.
- [100] The students returned to their projects.
- [101] As they worked, Amina noticed she felt much calmer.
- [102] Earlier, she had been worried and nervous.
- [103] Now she felt relieved.
- [104] Telling the truth had been difficult, but it was the right choice.
- [105] When the posters were finished, Mrs. Ramirez gathered everyone together for a class discussion.
- [106] "What can we learn from what happened today?" she asked.
- [107] Hands immediately shot into the air.
- [108] "We should be careful around classroom projects," one student said.

- [109] "We should help clean up accidents," another added.
- [110] "We should tell the truth when we make mistakes," Diego said.
- [111] "We should work together to solve problems," Mei added.
- [112] Mrs. Ramirez smiled.
- [113] "Those are all wonderful answers."
- [114] She explained that mistakes are a normal part of life.
- [115] Everyone makes mistakes sometimes.
- [116] The important thing is learning how to respond when they happen.
- [117] "If we make a mistake," she said, "we should be honest, take responsibility, and try to make things right."
- [118] The students listened carefully.
- [119] Mrs. Ramirez continued.
- [120] "Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger."
- [121] The students nodded.
- [122] Amina thought about everything that had happened that afternoon.
- [123] At first, she had felt scared and embarrassed.
- [124] She worried about getting in trouble.
- [125] She worried about disappointing her teacher.
- [126] She worried about what her classmates would think.
- [127] But after telling the truth, everything changed.
- [128] Her teacher respected her honesty.
- [129] Her classmates helped solve the problem.
- [130] The plant was saved.
- [131] The classroom was cleaned.
- [132] And everyone learned an important lesson.
- [133] When the final bell rang, students packed their backpacks and prepared to leave.
- [134] Before heading out the door, Amina glanced at the plant sitting safely in its new container.
- [135] She smiled.
- [136] The accident had been upsetting, but it had also taught her something important.
- [137] Sometimes doing the right thing feels difficult.
- [138] Sometimes it takes courage to admit a mistake.
- [139] But honesty helps people trust one another.

[140] Responsibility helps fix problems.

[141] And working together helps make things right.

[142] Amina felt proud.

[143] She had made a mistake, but she had also shown honesty and responsibility.

[144] As she walked home that afternoon, she knew she would remember the lesson for a long time.

[145] Being a good citizen is not about being perfect.

[146] It is about making good choices, telling the truth, and helping others when challenges arise.

[147] That day, Amina learned that one honest decision can make a big difference.

[148] Fiction - Passage 12

PASSAGE 2 — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter sat near a line of tall trees on the edge of town. It was not a large building, but it was always busy. Families visited to meet dogs, volunteers completed chores, and workers made sure the animals stayed healthy and safe. Maya looked forward to her volunteer shift every week. Helping at the shelter made her feel like she was making a difference in her community.

[3] Many of the dogs at the shelter came from different situations. Some had been found wandering without owners. Others had been brought to the shelter by families who could no longer care for them. Each dog had a story, and the workers hoped every animal would eventually find a loving home. Maya often wondered where the dogs would live one day and what their new families would be like.

[4] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[5] Rusty had arrived at the shelter only a few weeks earlier. He was playful, curious, and always excited to see people. Whenever Maya entered the room, he rushed to the front of his kennel and bounced up and down. His excitement made everyone smile. Maya especially enjoyed taking Rusty outside because he loved chasing tennis balls and exploring the exercise yard.

[6] Over time, Maya developed a routine. She always checked the water bowls first. Then she measured food for each dog and made sure every kennel was clean. After the chores were finished, she spent time playing with the animals. Some dogs liked to run, while others preferred sitting quietly beside her. Maya tried to give each one attention because she knew they depended on the shelter staff and volunteers.

[7] One Saturday morning, the shelter manager stopped Maya while she was cleaning a kennel.

[8] "You are becoming one of our most dependable volunteers," the manager said. "The dogs know they can count on you."

[9] Maya smiled proudly. She worked hard because she cared about the animals. Hearing those words made her feel appreciated.

[10] Most Saturdays followed the same pattern. Maya arrived on time, completed her responsibilities, and spent extra time with Rusty before heading home. She enjoyed the work so much that it rarely felt like a chore.

[11] However, one particular Saturday turned out differently.

[12] The weather was warm and sunny, and Maya had promised to meet her friends at the

park later that afternoon. They planned to ride bikes, play games, and have a picnic. Maya had been looking forward to it all week.

[13] As she worked that morning, she kept thinking about the park. Every few minutes, she glanced at the clock. She did not want to be late.

[14] Because she was distracted, Maya moved more quickly than usual. She swept the floors, cleaned the kennels, and carried supplies from one room to another. She completed her chores, but she was rushing.

[15] Rusty seemed especially energetic that day. When Maya took him outside, he chased a tennis ball across the yard and barked happily. Usually, Maya would spend extra time playing with him, but that morning she was focused on finishing her work.

[16] After only a short game, she returned Rusty to his kennel.

[17] "I'll play longer next week," she promised.

[18] Rusty wagged his tail as if he understood.

[19] Back inside, Maya hurried through the remaining tasks. She checked several kennels, organized supplies, and put equipment away. Finally, she looked around the room and felt satisfied.

[20] Everything appeared finished.

[21] Without taking one final look at her checklist, Maya grabbed her backpack.

[22] "See you next week, Rusty!" she called.

[23] Then she waved goodbye and rode her bike home.

[24] The ride home felt exciting. Maya was eager to meet her friends. After changing clothes and grabbing a snack, she headed to the park.

[25] The afternoon was filled with fun. Maya and her friends raced their bikes along the trails, played tag on the grass, and laughed together. For several hours, she barely thought about the shelter.

[26] Then, as she sat on a picnic blanket drinking water, something suddenly felt wrong.

[27] A memory flashed through her mind.

[28] She remembered cleaning the kennels.

[29] She remembered sweeping the floor.

[30] She remembered taking the dogs outside.

[31] She remembered organizing supplies.

[32] But she could not remember filling Rusty's food bowl.

[33] At first, she tried to ignore the thought.

[34] Surely she had done it.

[35] She always filled the food bowls.

[36] But the harder she thought, the more uncertain she became.

[37] Her stomach tightened.

[38] She replayed the morning in her mind again and again.

[39] This time she noticed something.

[40] She remembered measuring food for several dogs, but she could not picture herself feeding Rusty.

[41] The realization hit her all at once.

[42] She had forgotten.

[43] A terrible feeling rushed over her.

[44] Rusty had been depending on her.

[45] He trusted her to take care of him.

[46] Now he was sitting at the shelter with an empty food bowl because she had been in too much of a hurry.

[47] Maya immediately stood up.

[48] "What's wrong?" one of her friends asked.

[49] "I forgot something important," Maya replied.

[50] Without another word, she grabbed her bike and started pedaling toward the shelter.

[51] The ride back felt much longer than usual.

[52] As she traveled down the sidewalk, Maya could think only about Rusty.

[53] She imagined him waiting patiently in his kennel. The thought made her pedal faster.

[54] When she finally arrived at the shelter, she hurried inside.

[55] The familiar sounds of barking filled the room.

[56] Maya quickly found Rusty's kennel.

[57] The puppy jumped up and wagged his tail the moment he saw her.

[58] But when Maya looked down, her heart sank.

[59] The food bowl was empty.

[60] She had been right.

[61] She had forgotten.

[62] Feeling guilty, Maya rushed to the food storage area. She carefully measured the correct amount of food and filled Rusty's bowl.

[63] Rusty immediately began eating.

[64] Maya sat quietly beside him and watched.

[65] Relief washed over her.

[66] She was grateful she had remembered and returned.

[67] As Rusty ate, Maya thought about how easily the mistake had happened. She had not

forgotten because she did not care. She had forgotten because she was distracted and rushed.

[68] Still, the result was the same.

[69] Someone who depended on her had been affected.

[70] The shelter manager noticed Maya sitting beside the kennel.

[71] "Everything okay?" she asked.

[72] Maya nodded and explained what had happened.

[73] The manager listened carefully.

[74] When Maya finished, she expected to hear disappointment in the manager's voice.

[75] Instead, the manager smiled kindly.

[76] "Thank you for being honest," she said. "Everyone makes mistakes. What matters is recognizing them and doing your best to fix them."

[77] Maya thought about those words.

[78] The manager was right.

[79] Nobody is perfect.

[80] Everyone forgets things from time to time.

[81] What mattered was taking responsibility.

[82] Before leaving, Maya walked through the shelter one more time. She checked every food bowl and every water bowl. She made sure the kennels were clean and the supplies were organized.

[83] This time she moved slowly and carefully.

[84] She wanted to be certain everything was complete.

[85] When she finished, she returned to Rusty's kennel.

[86] The puppy looked happy and content.

[87] "Next time I'll do better," Maya promised.

[88] Rusty wagged his tail.

[89] As Maya rode home, she reflected on the day's events.

[90] She realized that good citizenship was about more than completing tasks. It was about being dependable. It was about understanding that other people—and sometimes animals—count on you to do your part.

[91] She also learned that responsibility does not mean never making mistakes. Responsibility means admitting mistakes, correcting them, and learning from them.

[92] The following Saturday, Maya arrived at the shelter carrying a small checklist she had created at home. As she completed each task, she marked it off before moving to the next one.

[93] By the end of her shift, every box was checked.

[94] Every dog had food and water.

[95] Every kennel was clean.

[96] Every responsibility had been completed.

[97] When Maya stopped by Rusty's kennel before leaving, she smiled.

[98] Rusty could count on her.

[99] And Maya knew she had become a better volunteer—and a better citizen—because of the lesson she had learned.

[100] CLUSTER 7 STARTS HERE.....

[101] Passage 13

[102] MLK — A Dream Can Grow

[103] Social Studies TEKS: 4.15(B) civic participation/service; 4.19(A,C,E,F,G) sources, analysis, perspective, evidence

[104] Anticipated Social Studies TEKS: 4.3(I) rights/responsibilities of citizenship; §113.5(b)(6)(A,B,D,G,H) sources, context, perspective, evidence

Student Annotation Guide — The Good Citizen

T — Time

Every Saturday morning; every week; every time Maya walked in; only a few weeks earlier; Whenever Maya entered the room; Over time; first; Then; After the chores were finished; One Saturday morning; Most Saturdays; one particular Saturday; later that afternoon; all week; that morning; After only a short game; The afternoon; For several hours; Then, as she sat on a picnic blanket drinking water; At first; This time; Maya immediately stood up; When she finally arrived at the shelter; the moment he saw her; Rusty immediately began eating; Before leaving; This time; As Maya rode home; The following Saturday; By the end of her shift; before leaving

R — Reactions

Maya loved dogs; it was always busy; Helping at the shelter made her feel like she was making a difference in her community; the workers hoped every animal would eventually find a loving home; Maya often wondered where the dogs would live one day; so they felt loved and safe; His excitement made everyone smile; he loved chasing tennis balls; Maya tried to give each one attention; The dogs know they can count on you; Maya smiled proudly; because she cared about the animals; Hearing those words made her feel appreciated; She enjoyed the work so much that it rarely felt like a chore; Maya had been looking forward to it; she kept thinking about the park; She did not want to be late; she was rushing; Usually, Maya would spend extra time playing with him; Rusty wagged his tail as if he understood; felt satisfied; The ride home felt exciting; Maya was eager to meet her friends; she barely thought about the shelter; something suddenly felt wrong; she could not remember filling Rusty's food bowl; Surely she had done it; the more uncertain she became; Her stomach tightened; she could not picture herself feeding Rusty; The realization hit her all at once; A terrible feeling rushed over her; He trusted her to take care of him; I forgot something important; The ride back felt much longer than usual; She imagined him waiting patiently in his kennel; The puppy jumped up and wagged his tail; her heart sank; Feeling guilty; Relief washed over her; She was grateful she had remembered and returned; Someone who depended on her had been affected; she expected to hear disappointment in the manager's voice; the manager smiled kindly; Maya thought about those words; She wanted to be certain everything was complete; The puppy looked happy and content; she smiled; Maya knew she had become a better volunteer—and a better citizen

A — Actions

rode her bike to the small dog shelter; volunteering gave her the chance to help animals; Families visited to meet dogs; volunteers completed chores; workers made sure the animals stayed healthy and safe; Some had been found wandering without owners; Others had been brought to the shelter by families who could no longer care for them; Rusty wagged his tail wildly; She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs; he rushed to the front of his kennel and bounced up and down; taking Rusty outside; Maya developed a routine; She always checked the water bowls; she measured food for each dog and made sure every kennel was clean; she spent time playing with the animals; while she was cleaning a kennel; She worked hard; Maya arrived on time, completed her responsibilities, and spent extra time with Rusty before heading home; Maya had promised to meet her friends at the park; They planned to ride bikes, play games, and have a picnic; Every few minutes, she glanced at the clock; Maya moved more quickly than usual; She swept the floors, cleaned the kennels, and carried supplies from one room to another; he chased a tennis ball across the yard and barked happily; she was focused on finishing her work; she returned Rusty to his kennel; Maya hurried through the remaining tasks; She checked several kennels, organized supplies, and put equipment away; Maya grabbed her backpack; she waved goodbye and rode her bike home; After changing clothes and grabbing a snack, she headed to the park; Maya and her friends raced their bikes along the trails, played tag on the grass, and laughed together; She remembered cleaning the kennels; She remembered sweeping the floor; She remembered taking the dogs outside; She remembered organizing supplies; she tried to ignore the thought; She replayed the morning in her mind again and again; she had been in too much of a hurry; she grabbed her bike and started pedaling toward the shelter; The thought made her pedal faster; she hurried inside; Maya quickly found Rusty's kennel; Maya rushed to the food storage area; She carefully measured the correct amount of food and filled Rusty's bowl; Maya sat quietly beside him and watched; she was distracted and rushed; Maya nodded and explained what had happened; The manager listened carefully; Maya walked through the shelter one more time; She checked every food bowl and every water bowl; She made sure the kennels were clean and the supplies were organized; she moved slowly and carefully; she returned to Rusty's kennel; Rusty wagged his tail; she reflected on the day's events; Maya arrived at the shelter carrying a small checklist she had created at home; she marked it off before moving to the next one

C — Character/Concept/Creature

Maya; The shelter; who were waiting for homes; Maya; Her favorite dog at the shelter was a brown and white puppy named Rusty; He was playful, curious, and always excited to see people; Some dogs liked to run, while others preferred sitting quietly beside her; the shelter manager stopped Maya; Rusty seemed especially energetic that day; Rusty; one of her friends; Maya could think only about Rusty; The shelter manager noticed Maya sitting beside the kennel; Rusty could count on her; Passage 13; MLK — A Dream Can Grow

K — Key Knowledge

was part of a community program that taught students about responsibility and good citizenship; Many of the dogs at the shelter came from different situations; Each dog had a story; Maya's job was simple but important; they depended on the shelter staff and volunteers; You are becoming one of our most dependable volunteers; turned out differently; She completed her chores; I'll play longer next week; Everything appeared finished; See you next week, Rusty!; A memory flashed through her mind; She always filled the food bowls; She remembered measuring food for several dogs; She had forgotten; had been depending on her; with an empty food bowl; What's wrong?; She had been right; She had forgotten; As Rusty ate, Maya thought about how easily the mistake had happened; Still, the result was the same; Everything okay?; Everyone makes mistakes; What matters is recognizing them and doing your best to fix them; Nobody is perfect; Everyone forgets things from time to time; What mattered was taking responsibility; Next time I'll do better; good citizenship was about more than completing tasks; It was about being dependable; other people—and sometimes animals—count on you to do your part; responsibility does not mean never making mistakes; Responsibility means admitting mistakes, correcting them, and learning from them; every box was checked; Every dog had food and water; Every kennel was clean; Every responsibility had been completed; because of the lesson she had learned; Social Studies TEKS: 4.15(B) civic participation/service; 4.19(A,C,E,F,G) sources, analysis, perspective, evidence; Anticipated Social Studies TEKS: 4.3(I) rights/responsibilities of citizenship; §113.5(b)(6)(A,B,D,G,H) sources, context, perspective, evidence

S — Scenery/Setting

at the edge of town; near a line of tall trees; It was not a large building; exploring the exercise yard; The weather was warm and sunny; along the trails; on the grass; at the shelter; down the sidewalk; The familiar sounds of barking filled the room; The food bowl was empty

TRACKS EVIDENCE HIGHLIGHTING — The Good Citizen

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter sat near a line of tall trees on the edge of town. It was not a large building, but it was always busy. Families visited to meet dogs, volunteers completed chores, and workers made sure the animals stayed healthy and safe. Maya looked forward to her volunteer shift every week. Helping at the shelter made her feel like she was making a difference in her community.

[3] Many of the dogs at the shelter came from different situations. Some had been found wandering without owners. Others had been brought to the shelter by families who could no longer care for them. Each dog had a story, and the workers hoped every animal would eventually find a loving home. Maya often wondered where the dogs would live one day and what their new families would be like.

[4] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[5] Rusty had arrived at the shelter only a few weeks earlier. He was playful, curious, and always excited to see people. Whenever Maya entered the room, he rushed to the front of his kennel and bounced up and down. His excitement made everyone smile. Maya especially enjoyed taking Rusty outside because he loved chasing tennis balls and exploring the exercise yard.

[6] Over time, Maya developed a routine. She always checked the water bowls first. Then she measured food for each dog and made sure every kennel was clean. After the chores were finished, she spent time playing with the animals. Some dogs liked to run, while others preferred sitting quietly beside her. Maya tried to give each one attention because she knew they depended on the shelter staff and volunteers.

[7] One Saturday morning, the shelter manager stopped Maya while she was cleaning a kennel.

[8] "You are becoming one of our most dependable volunteers," the manager said. "The dogs know they can count on you."

[9] Maya smiled proudly. She worked hard because she cared about the animals. Hearing those words made her feel appreciated.

[10] Most Saturdays followed the same pattern. Maya arrived on time, completed her responsibilities, and spent extra time with Rusty before heading home. She enjoyed the work so much that it rarely felt like a chore.

[11] However, one particular Saturday turned out differently.

[12] The weather was warm and sunny, and Maya had promised to meet her friends at the

park later that afternoon. They planned to ride bikes, play games, and have a picnic. Maya had been looking forward to it all week.

[13] As she worked that morning, she kept thinking about the park. Every few minutes, she glanced at the clock. She did not want to be late.

[14] Because she was distracted, Maya moved more quickly than usual. She swept the floors, cleaned the kennels, and carried supplies from one room to another. She completed her chores, but she was rushing.

[15] Rusty seemed especially energetic that day. When Maya took him outside, he chased a tennis ball across the yard and barked happily. Usually, Maya would spend extra time playing with him, but that morning she was focused on finishing her work.

[16] After only a short game, she returned Rusty to his kennel.

[17] "I'll play longer next week," she promised.

[18] Rusty wagged his tail as if he understood.

[19] Back inside, Maya hurried through the remaining tasks. She checked several kennels, organized supplies, and put equipment away. Finally, she looked around the room and felt satisfied.

[20] Everything appeared finished.

[21] Without taking one final look at her checklist, Maya grabbed her backpack.

[22] "See you next week, Rusty!" she called.

[23] Then she waved goodbye and rode her bike home.

[24] The ride home felt exciting. Maya was eager to meet her friends. After changing clothes and grabbing a snack, she headed to the park.

[25] The afternoon was filled with fun. Maya and her friends raced their bikes along the trails, played tag on the grass, and laughed together. For several hours, she barely thought about the shelter.

[26] Then, as she sat on a picnic blanket drinking water, something suddenly felt wrong.

[27] A memory flashed through her mind.

[28] She remembered cleaning the kennels.

[29] She remembered sweeping the floor.

[30] She remembered taking the dogs outside.

[31] She remembered organizing supplies.

[32] But she could not remember filling Rusty's food bowl.

[33] At first, she tried to ignore the thought.

[34] Surely she had done it.

[35] She always filled the food bowls.

[36] But the harder she thought, the more uncertain she became.

[37] Her stomach tightened.

[38] She replayed the morning in her mind again and again.

[39] This time she noticed something.

[40] She remembered measuring food for several dogs, but she could not picture herself feeding Rusty.

[41] The realization hit her all at once.

[42] She had forgotten.

[43] A terrible feeling rushed over her.

[44] Rusty had been depending on her.

[45] He trusted her to take care of him.

[46] Now he was sitting at the shelter with an empty food bowl because she had been in too much of a hurry.

[47] Maya immediately stood up.

[48] "What's wrong?" one of her friends asked.

[49] "I forgot something important," Maya replied.

[50] Without another word, she grabbed her bike and started pedaling toward the shelter.

[51] The ride back felt much longer than usual.

[52] As she traveled down the sidewalk, Maya could think only about Rusty.

[53] She imagined him waiting patiently in his kennel. The thought made her pedal faster.

[54] When she finally arrived at the shelter, she hurried inside.

[55] The familiar sounds of barking filled the room.

[56] Maya quickly found Rusty's kennel.

[57] The puppy jumped up and wagged his tail the moment he saw her.

[58] But when Maya looked down, her heart sank.

[59] The food bowl was empty.

[60] She had been right.

[61] She had forgotten.

[62] Feeling guilty, Maya rushed to the food storage area. She carefully measured the correct amount of food and filled Rusty's bowl.

[63] Rusty immediately began eating.

[64] Maya sat quietly beside him and watched.

[65] Relief washed over her.

[66] She was grateful she had remembered and returned.

[67] As Rusty ate, Maya thought about how easily the mistake had happened. She had not

forgotten because she did not care. She had forgotten because she was distracted and rushed.

[68] Still, the result was the same.

[69] Someone who depended on her had been affected.

[70] The shelter manager noticed Maya sitting beside the kennel.

[71] "Everything okay?" she asked.

[72] Maya nodded and explained what had happened.

[73] The manager listened carefully.

[74] When Maya finished, she expected to hear disappointment in the manager's voice.

[75] Instead, the manager smiled kindly.

[76] "Thank you for being honest," she said. "Everyone makes mistakes. What matters is recognizing them and doing your best to fix them."

[77] Maya thought about those words.

[78] The manager was right.

[79] Nobody is perfect.

[80] Everyone forgets things from time to time.

[81] What mattered was taking responsibility.

[82] Before leaving, Maya walked through the shelter one more time. She checked every food bowl and every water bowl. She made sure the kennels were clean and the supplies were organized.

[83] This time she moved slowly and carefully.

[84] She wanted to be certain everything was complete.

[85] When she finished, she returned to Rusty's kennel.

[86] The puppy looked happy and content.

[87] "Next time I'll do better," Maya promised.

[88] Rusty wagged his tail.

[89] As Maya rode home, she reflected on the day's events.

[90] She realized that good citizenship was about more than completing tasks. It was about being dependable. It was about understanding that other people—and sometimes animals—count on you to do your part.

[91] She also learned that responsibility does not mean never making mistakes. Responsibility means admitting mistakes, correcting them, and learning from them.

[92] The following Saturday, Maya arrived at the shelter carrying a small checklist she had created at home. As she completed each task, she marked it off before moving to the next one.

[93] By the end of her shift, every box was checked.

[94] Every dog had food and water.

[95] Every kennel was clean.

[96] Every responsibility had been completed.

[97] When Maya stopped by Rusty's kennel before leaving, she smiled.

[98] Rusty could count on her.

[99] And Maya knew she had become a better volunteer—and a better citizen—because of the lesson she had learned.

[100] CLUSTER 7 STARTS HERE.....

[101] Passage 13

[102] MLK — A Dream Can Grow

[103] Social Studies TEKS: 4.15(B) civic participation/service; 4.19(A,C,E,F,G) sources, analysis, perspective, evidence

[104] Anticipated Social Studies TEKS: 4.3(I) rights/responsibilities of citizenship; §113.5(b)(6)(A,B,D,G,H) sources, context, perspective, evidence

🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12D(i)	compose correspondence
TEKS 12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

"Raise your hand if you have ever had to convince someone of something. Now imagine this... You don't just say it. You write it. And the person you're writing to is going to read every word."

★ Daily Deck Slide

If you have to decide... you must declare the WHY.

🔊 Teacher Script

"But today... you don't just declare it... you deliver it."

REVEAL — Parts of a Letter

🔊 Teacher Script

"We already know how to analyze prompts, write claims, build reasons, use evidence, explain, and reflect. Now we add something powerful — writing to a specific audience."

★ **Daily Deck Slide**
— PARTS OF A LETTER:

Part	What It Is
Greeting	Address the specific reader (Dear ____).
Introduction (SET)	Statement of Purpose (S) + Evidentiary Transition (E) + Thesis (Central Idea)/Claim (T).
Body (TREES)	The argument paragraphs.
Conclusion (RRR)	R1 restated claim + R2 reference evidence + R3 reflection.
Closing	Sign off (Sincerely,).

Model on the Board

- Greeting: Dear Mrs. Ramirez,
- Statement of Purpose: People are often faced with choices that require honesty and responsibility.
- Evidentiary Transition: In the story, Amina faced a difficult decision after breaking a jar.
- Claim: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

★ **Daily Deck Slide**

Same argument, new format: write it as a letter to a real reader.

Essential Question

How can a writer shape an argument into a persuasive letter for a specific audience?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12D(i)	compose correspondence
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: BUILD-A-LETTER LAB

Purpose

Students will:

- physically build a letter
- connect argument structure to correspondence
- understand order and purpose

Materials

Each group receives:

- Prompt card
- Letter Part Cards (cut apart)
- Glue + notebook

🔊 Teacher Script

“VERY IMPORTANT

All pieces MUST be stored in interactive notebook practice pockets after use.”

★ Daily Deck Slide

Build the letter: Greeting, SET, TREES body, RRR conclusion, Closing.

Step-by-Step Directions

- Step 1: Draw a Prompt Card — draw one of the Argumentative + Letter Format prompt cards below.
- Step 2: Sort the Letter Parts — students receive mixed Letter Part Cards and sort them.
- Step 3: Build the Letter — students must arrange cards in correct order, glue into interactive notebook, and label each part.
- Step 4: Add Body Paragraph — students write 1 full TREES paragraph.
- Step 5: Write Conclusion — students include R1 (restated claim), R2 (reference evidence), R3 (reflection).

Answer Key (Structure Order)

Greeting -> Statement of Purpose -> Evidence Transition -> Claim -> Body Paragraph -> Conclusion -> Closing

#	Prompt Card
1	Explain whether Amina should have told the truth about breaking the jar in a letter to Mrs. Ramirez.
2	Explain whether Maya should have returned to the shelter in a letter to Rusty's caretaker.
3	Explain if Amina should have stayed quiet or told the truth in a letter to a classmate.
4	Explain whether Maya should have rushed home or returned to the shelter in a letter to a friend.
5	Explain if honesty or avoiding trouble is more important in a letter to a teacher.
6	Explain whether responsibility or convenience matters more in a letter to a community leader.



Letter Part Cards

- Greeting: "Dear Mrs. Ramirez," / "Dear Friend," / "Dear Community Leader,"
- Statement of Purpose: "People are often faced with difficult decisions." / "Making the right choice can impact others."
- Evidence Transition: "In the story, Amina faced a difficult situation." / "In the story, Maya made an important decision."
- Claim: "Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems." / "Maya should have returned because responsibility matters, others depended on her, and mistakes should be corrected."
- Closing: "Sincerely," / "Your friend," / "Respectfully,"

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12D(i)	compose correspondence
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS



Teacher Script

"What made this different from a regular essay?"

Q: "Why do we include a greeting?" (Students: "Because it's a letter.") Q: "Does the argument change?" (Students: "No, just the format.") Q: "Why is audience important?" (Students: "Because we're writing to someone specific.")

USE (Independent Practice) — Interactive Notebook Task

Students choose a new prompt and write a FULL LETTER independently.

Checklist:

- Greeting
- SET introduction (Statement of Purpose + Evidentiary Transition + Thesis (Central Idea)/Claim)
- 3 TREES body paragraphs
- RRR conclusion (Restated claim + Reference evidence + Reflection)
- Closing

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12D(i)	compose correspondence
TEKS 12C(ii)	compose argumentative texts, including opinion essays, using craft
ELPS 4(E)(i)-(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

"You didn't just write today... you communicated. You persuaded. You delivered your thinking to someone else."

Recognition Ideas:

- Master Messenger
- Claim Champion
- Evidence Expert
- Persuasion Pro

Reflection Prompt: "What part of your letter was the strongest — and why?"

TARGET

Student Goals:

- Did I clearly choose a side?
- Did I explain my thinking fully?
- Did I connect my ideas to my audience?

Curiosity Questions:

- How does writing change when we have an audience?
- What makes a letter convincing?
- How do real-world arguments differ from classroom writing?

 Daily Deck Slide

A strong letter keeps the whole argument and speaks to a real reader.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12D(i)	compose correspondence
TEKS 11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN

🔊 Teacher Script

*"Turn to your partner and explain...
How is a letter similar to an essay?
How is it different?"*

Turn and teach a partner the parts of an argumentative letter: Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

Sentence Frames:

- "A letter starts with a Greeting that..."
- "The SET introduction does..."
- "The TREES body..."
- "The RRR conclusion..."

Teacher Listen-Fors: students name each letter part and explain that the argument stays the same while the format and audience change.

★ Daily Deck Slide

Teach the letter: Greeting, SET, TREES, RRR, Closing.

Closing Teacher Script



Teacher Script

"Today you learned to take a full argument and deliver it to a real reader. When you write for an audience, your purpose becomes clear, your voice grows stronger, and your argument does its job — it persuades."

Module 4 — Exemplar Responses

Use these exemplars to calibrate an argumentative LETTER. Prompt: Explain whether Amina should have told the truth about breaking the jar, in a letter to Mrs. Ramirez.

High Exemplar (Green)

Dear Mrs. Ramirez,

People are often faced with choices that require honesty and responsibility. In the story, Amina faced a difficult decision after breaking a jar. Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. One reason is that honesty builds trust. The text states, "Thank you for telling the truth, Amina." This shows that telling the truth strengthened the trust between Amina and her teacher.

For these reasons, telling the truth was the right choice. The story showed that her honesty helped repair the problem. This matters because classrooms and communities depend on people being honest with one another.

Sincerely, A Student

This is a High response because it is a complete letter — greeting, a SET introduction, a TREES body paragraph, an RRR conclusion, and a closing — that keeps a clear argument for a specific reader.

Medium Exemplar (Yellow)

Dear Mrs. Ramirez,

Amina should have told the truth because honesty is important. The text states, "Thank you for telling the truth, Amina." This shows telling the truth was good.

Sincerely, A Student

What this response needs to improve: it is a letter with a greeting, a claim, one piece of evidence, and a closing, but it is missing a full SET introduction, a developed TREES body, and an RRR conclusion.

Low Exemplar (Red)

Dear Mrs. Ramirez, Amina should tell the truth. It was right. Bye.

What this response needs to improve: it is only a greeting and an opinion. It needs a SET introduction, a TREES body with evidence, an RRR conclusion, and a proper closing.

Module 4 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can construct an argumentative claim (decision + "because" + reasons) using a Claim, an Evidentiary Bridge, and an Explanation.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, claim cards, reason cards, evidence cards, and the Cluster 6 passage.
Related TEKS Breakout	12C(i) compose argumentative texts, including opinion essays, using genre characteristics; 11B(iii) develop drafts by developing an engaging idea with relevant details
Task	Students perform a formative check by labeling cards and a final independent task by writing an argumentative claim.
Expected Response	Students identify the decision and supporting reasons, then combine them into a claim that declares the WHY.

Informal Assessment

During the lesson, observe students during the card-matching activity. Listen for students as they explain why a card is a "decision" (the claim) versus a "reason" (the because clause). Check to see if students can orally rehearse the transition between a claim and its supporting evidence before writing.

Formative Assessment

The Day 3 independent practice serves as the formative check. Students will be given one claim card and one reason card. They must label each card, explain their reasoning, and then combine the matched pair into a two-sentence argumentative claim.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Claim	Must state a clear decision (the WHAT).
Evidentiary Bridge	Must name the passage.
Explanation	Must directly answer the prompt.
Reason Flow	Sentences must move from claim to reasons.

Prompt	Prompt Type	Expected Claim
Should Amina have confessed about the broken jar?	SHOULD	Amina should have confessed because honesty builds trust and shows responsibility.

 Answer Key

Teacher Note: For the independent task, ensure students are focusing on low-stamina responses (~150-word target for later modules) by mastering the claim structure now.

Oral-Rehearsal Frame for Students: "In the passage [Passage Title], the author discusses [Decision/Claim]. [Author/Subject] [Reason/Action], which shows that [Explanation/Answer to Prompt]."

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can identify a claim (a decision + "because" + reasons) in the passage.
- Visual/Physical — Attempt — Sort It: Students sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."
- Written — Discuss/Use — One-Sentence Summary: Students write the claim for the passage in a single sentence.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 4 — Intervention Activity: Guided Letter Builder

Field	Detail
Purpose	Support students who need scaffolding to write a full argumentative letter.
Relevant TEKS Breakout	12D(i) compose correspondence; 11B(i) organizing with purposeful structure, including an introduction
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to persuade with detail

Support Provided

- Sentence frames
- Pre-selected cards
- Teacher modeling

Steps

1. Teacher provides full structure
2. Students fill in missing parts
3. Practice ONE paragraph only

Frame Example

Teacher Script

"Dear __,
 I believe __ because __.
 The text states, " __." __.
 This shows __.
 Ultimately, __.
 Sincerely, __"

Module 4 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to define the scope of the argumentative topic.	Students say "broad" while stretching arms wide or "specific" while making a small focus shape.	Students use the wrong hand gesture for the scope.	Model the physical movement: stretch arms wide for broad; make a small shape for specific.
Ask students to identify the components of a claim (decision + "because" + reasons).	Students identify the decision (e.g., "Amina was responsible"), the word "because," and the reasons (e.g., "she confessed even though no one saw what happened").	Students identify the decision but cannot state the reasons.	Point to the claim frame and ask, "What is the decision? What are the reasons? Did you say 'because'?"
Ask students to explain how a claim connects to a passage detail.	Students explain how the claim "Amina was responsible because she raised her hand and said 'I bumped the table'" connects to the passage detail "Amina took a deep breath and raised her hand."	Students simply place the card without explaining the connection.	Ask students to explain every sort; do not allow them to just place the card.

Student Support Quick Reference

If a student...	Support to Provide
Struggles with scope	Use the physical HABIT: stretch arms wide for "broad" and make a small focus shape for "specific."
Forgets the claim structure	Keep the claim frame (decision + "because" + reasons) visible on the board at all times.
Cannot connect ideas to text	Use the frame: "The [passage detail] shows [claim] because..." to connect a specific claim to a passage detail.
Masters quickly	Route to Module 4 enrichment.

Module 4 — Enrichment Activity: Real Audience Challenge

Field	Detail
Purpose	Push advanced students to write a persuasive letter to a real audience of their choice.
Relevant TEKS Breakout	12D(i) compose correspondence; 12C(ii) compose argumentative texts, including opinion essays, using craft
Relevant ELPS	4(D)(i)–(iii) sentence types and connecting words; 4(E)(i)–(ii) conventions and grammatical structures

Task

Students:

- choose a real audience
- write persuasive letter

Examples

- Letter to principal
- Letter to parent
- Letter to community

Advanced Requirement

- Add counterargument
- Strengthen reflection

Module 4 — Additional Writing Opportunity: Build the Reasons

Writing Prompt

Explain whether or not Maya should have returned to the shelter to feed Rusty. Support your claim with three strong reasons.

Connection to This Module

This week you learned the Magnifying Process: brainstorm many reasons, group them, narrow each group to one strong idea, and choose the final three. Now you will use that HABIT to build the reasons for a claim.

Planning Support

1. Write your claim: a decision plus "because" plus reasons.
2. Brainstorm many reasons on slips (write fast, think wide).
3. Group similar reasons, then narrow each group to its strongest idea.
4. Choose your final three reasons — make sure they are different from each other.

Step	Planning Guide
Step 1: The Claim	Write a claim that takes a side and declares the WHY.
Step 2: The Three Reasons	Turn your final three into topic sentences using "One reason... Another reason... A final reason...".
Step 3: The Evidence	Find one piece of evidence from the passage for each reason.

Drafting Space

Write your claim and your three strong reasons, each with one piece of evidence from the passage. This is the reasons-and-evidence core of your extended constructed response (ECR).

Model: "Maya should have returned to the shelter because responsibility means finishing your job, Rusty depended on her, and good citizens fix mistakes."

Success Criteria

- My claim takes a clear side.
- I give three strong reasons that are different from each other.
- Each reason has evidence from the passage.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your reasons aloud. Make sure no two reasons are copies of each other.

Edit

Check for complete sentences, subject-verb agreement, and correctly spelled high-frequency words.

Share

Read your claim and three reasons to a partner. Your partner names each reason and its evidence.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the argumentative thinking, not only read it. These moments are built around this module's work — building a claim for an argumentative prompt (decision + "because" + reasons):

- Choral-read a claim aloud ("Amina must tell the truth because no one saw the jar break"); students signal which part is the decision and which is the "because."
- "Zoom in" out loud: partners say a decision ("Amina should stay quiet"), then narrow it to a claim with reasons ("Amina must tell the truth because honesty shows responsibility") in one breath.
- Read a claim aloud from the passage; the class claps when they hear the "because" turn from a vague feeling to a specific reason.
- One student reads their claim aloud ("Amina must declare the WHY because being honest shows responsibility"); the class listens for a clear move from decision to evidence to explanation.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

II Pause Point — Before Writing

Stop and think: What is the prompt really asking me to decide? Say it in your own words before you write. Remember the HABIT: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons. For example, if the prompt asks whether Amina did the right thing, your claim might be: "Amina did the right thing because she told the truth even when no one had seen exactly what happened."

II Pause Point — Midway

Stop and think: Does what I have written so far move from a broad idea to a specific thesis (central idea)? If not, fix it now, not later. Check: Did I state a clear decision? Did I use "because"? Did I give reasons that point back to evidence from the passage? For example, "Amina showed responsibility because she raised her hand and said, 'I bumped the table and knocked it over. I didn't mean to.'" If your reasons are vague or you skipped the "because," go back and fix it now.

II Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear. For example, "Amina felt proud. She had made a mistake, but her honesty helped make things right." Make sure your claim, reasons, evidence, and explanation all connect. If you are writing for the state writing assessment, your answer must show a clear claim with at least two reasons tied to passage evidence.

Module 4 — At-Home Connection

Purpose

These at-home tasks turn your child into a claim builder and argument expert at home. They need little or no materials and each one ends in a short conversation, not a worksheet. When a child explains the learning to you, the learning gets stronger. The HABIT is: "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this ice-blue card home first. It practices writing a claim that declares a decision and the WHY behind it.



Task Card 1 - Claim Builder

TEKS 12C(i). Write one claim about whether Amina did the right thing when she raised her hand and said, "I'm sorry, Mrs. Ramirez. I bumped the table and knocked it over. I didn't mean to." Your claim must include a decision and "because" plus reasons. Read your claim aloud to a family member. Family signature:



Teacher Information - Task Card 2

Teacher note: this pale-green card practices using a text bridge and a specific claim (decision + "because" + reasons) to connect ideas from the passage.



Task Card 2 - The Text Bridge

TEKS 12C(i). Choose one passage from school. Write one claim about whether Amina did the right thing. Then, choose one passage and add a text bridge and a specific claim (decision + "because" + reasons). Family signature:



Teacher Information - Task Card 3

Teacher note: Card 3 is the same assignment with built-in language support—a word bank and a frame. It is not a reduced standard.

**Task Card 3 - Three-Part Claim**

TEKS 12C(i). Read the three-part claim to someone at home. Ask them to point to the claim, the evidence, and the explanation. Word bank: Claim, Evidence, Explanation. Frame: "The claim is _____. The evidence is _____. The explanation is _____." Family signature: _____



Module 4 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing claims for argumentative prompts using the passage "Crash," look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Identify a claim (a decision + "because" + reasons).			
Identify reasons that support the claim.			
Find evidence from "Crash" to back up a reason.			
Explain how the evidence connects back to the claim.			
Use the HABIT: "If you have to decide, you must declare the WHY."			

One thing I am proud of:

One thing I want to get better at:

Module 4 — Teacher Closure and Reflection

Final Teacher Script

Teacher Script

*"If you have to decide..."
You must declare the WHY.
"And when you declare it..."
You deliver it with purpose."*

Teacher Closure Script

Teacher Script

"Today you learned to take a full argument and deliver it to a real reader through a persuasive letter. When you write with a real audience in mind, your thinking sharpens, your voice strengthens, and your purpose becomes clear — a greeting, a SET introduction, a TREES body, an RRR conclusion, and a closing, all written for a specific reader."

Module Essential Question - Answered

How can a writer deliver an argument to a specific audience through a persuasive letter? A writer keeps the full argument but shapes it as a letter — a greeting, a SET introduction, a TREES body, an RRR conclusion, and a closing — written for a specific reader.

Teacher Reflection - Module 4

Which students struggled to move from a decision to a declared WHY (reasons)?

Did students successfully use evidence from the passage to support their claim?

Which students are struggling with the "If you have to decide, you must declare the WHY" HABIT and need more oral-rehearsal practice?

Who needs stamina support to move beyond one-sentence responses and into the next

TREES part?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Completed "My Claim/My Reasons" argumentative outlines
 - Student "My Decision/My Because/My Evidence" practice sheets
 - Oral-rehearsal recordings of student claims (e.g., "Amina made the right choice because honesty shows responsibility")
 - The Module 4 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
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Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to build a claim that declares the WHY (reasons + evidence + explanation):

- Display a decision and a "because" clause on screen; students sort them in a shared slide.
- Use the chat to have everyone narrow one decision to a full claim at the same time.
- Students draft their SET claim in a shared doc; screen-share one to model the declare-the-WHY step.
- Keep the SET steps on screen so remote students build the claim in the same order.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.
- Model the HABIT: "If you have to decide, you must declare the WHY." Show how Amina's claim — "I'm sorry, Mrs. Ramirez... I bumped the table and knocked it over. I didn't mean to." — pairs a decision ("I did it") with a "because" reason ("I didn't mean to").
- Have remote students type a claim about Amina's honesty into the chat: decision + "because" + reasons. Example prompt: "Should Amina have stayed quiet? Claim: Amina should tell the truth because no one had seen exactly what happened."
- Screen-share the passage line — "For a moment, Amina wondered if she should stay quiet." — and ask remote learners to build the claim, reasons, evidence, and explanation in a shared doc.
- Model the explanation step: "Amina felt proud. She had made a mistake, but her honesty helped make things right." Show how this wraps the claim and ties back to the decision.
- Keep the state writing assessment prompt on screen; remote students type their claim + reasons + evidence + explanation in a shared doc before the timer ends.