

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 6

Writing a Strong Argument



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 6

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Grade 3 Cluster 6

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 6, where you become an argument writer. This module teaches you the very first step: writing a strong claim. Our HABIT is: **If you have to decide, you must declare the WHY.** A claim is a decision plus the word "because" plus reasons.

You will read "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 shelter to care for a dog named Rusty. For each one, you will choose a side and declare the WHY.

Remember: a claim does not stop at picking a side. It gives clear reasons.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

A thinking level describes what your brain is doing - not who you are.

Level	Student Meaning	My Next Cognitive Move
 Foundational	I follow directions or repeat information.	IDENTIFY - locate the claim, the reasons, and the evidence in the text.
 Emergent	I begin trying ideas independently but may be uncertain.	CATEGORIZE - sort claim cards into the correct argumentative parts.
 Visible	I connect ideas directly to text evidence.	CONNECT - match a claim to its supporting reasons and evidence.
 Independent	I combine evidence with my own reasoning.	ANALYZE & REVISE - explain how a claim answers the prompt and revise it.
 Reflective	I connect evidence to broader understanding.	EXTEND - defend, evaluate, or teach my claim to someone else.

BUILDING A STRONG ARGUMENTATIVE CLAIM

Level 1 states a side with no reason (just an opinion). Level 2 sorts a claim from a plain sentence. Level 3 connects a claim to its supporting reasons and evidence. Level 4 explains how a claim answers the prompt and revises it to be stronger. Level 5 defends or teaches the claim to someone else. Move a claim up a level by adding a "because" reason - not just more words.

MOVE YOUR THINKING


 Foundational
 RECALL


 Emergent
 CONNECT


 Visible
 EXPLAIN


 Independent
 USE


 Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read. Hunt for all six kinds of evidence.

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts
	Pastel Orange	K - Key Knowledge	important information not in another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. The exact words you highlight become the evidence you use to support the side you choose.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 6



M O D U L E

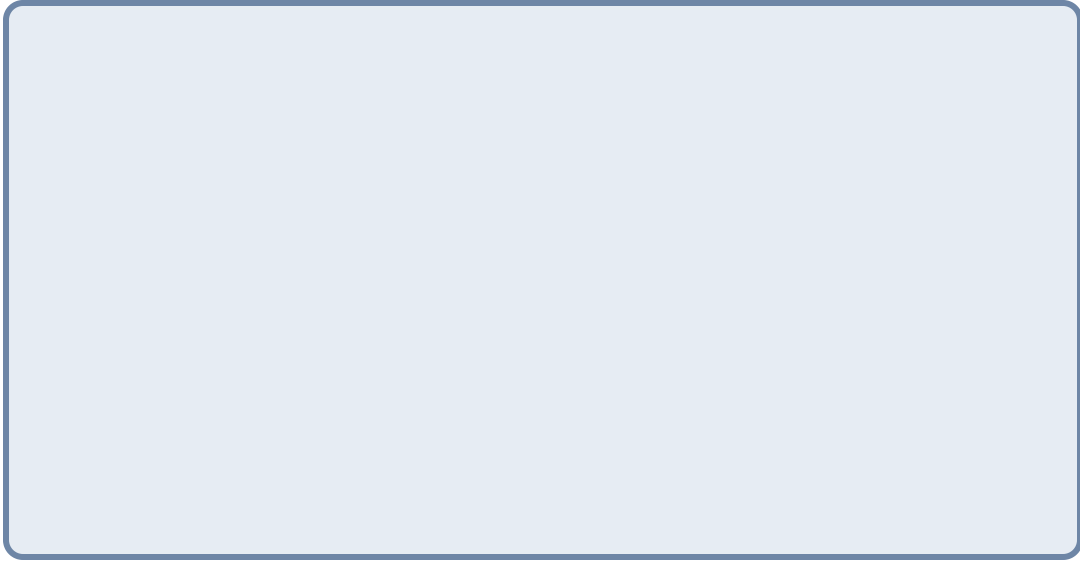


Writing Claims for Arguments

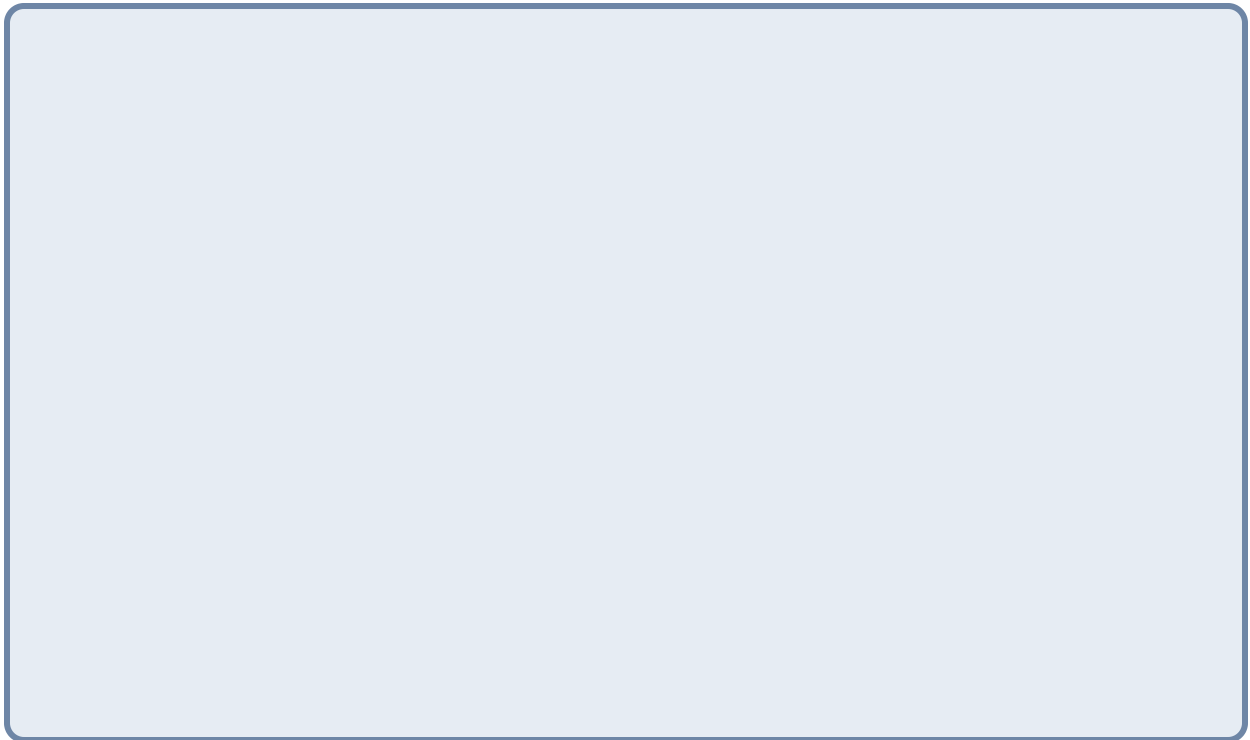
Decide a Side and Tell Why



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

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

WHY THIS MODULE MATTERS

Before you can write a full argumentative response, you must first master the claim. A claim moves from a clear decision to a "because" clause and then to reasons that support your position. Using "Crash" and "The Good Citizen," you learn to read a decision prompt, take a side, and write a claim that declares the WHY. This is the first step toward the full Extended Constructed Response (ECR) you will build across this cluster.

Essential Question

How do I write a strong claim that picks a side?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 12C(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an argument with the parts readers expect: a claim, reasons, and evidence.

TEKS 12C(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can choose words and sentences that make my claim stronger.

TEKS 12D(i) - Official Standard

compose correspondence

HOW I SAY THE STANDARD!

I can begin writing my argument for a real reader.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11B(i) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

HOW I SAY THE STANDARD!

I can plan a claim that opens my argument.

TEKS 11B(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can reflect and close my thinking.

TEKS 11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can add reasons and evidence that support my claim.

TEKS 7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and retell, respond to, or ask about what I heard.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail each time.

ELPS 2(F) - Official Standard

restate, ask questions about, or respond to information during classroom interactions

HOW I SAY THE STANDARD!

I can restate, question, or respond to what I hear.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use reading habits like Dot, Discover, Drop to get ready to understand a passage.

My Module 1 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

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

I WILL

- read closely, listen actively, and discuss my reasoning.
- use text evidence, write independently, and reflect on my growth.
- decide a side and then declare the why.
- practice my claim aloud before I write it.

LEARNING DESTINATION

I will build a claim that starts with a decision and moves to reasons, to prepare for the Extended Constructed Response (ECR).

MY LAUNCHPAD PROMISE

The claim step I will practice first is _____ because

My Module 1 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell a decision from a reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose a side and declare the why	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a claim with "because"	a lot / a little / new	a lot / a little / new	a lot / a little / new
Support my claim with two or more reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise my claim to make it stronger	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

decide

Say it: dih-SYD

What it means: To make up your mind about what to do.

Try the frame: I need to _____ what I think is right.

choose

Say it: CHOOZ

What it means: To pick one person, thing, or action.

Try the frame: I can _____ the best reason for my claim.

right

Say it: RYT

What it means: Good, fair, or correct.

Try the frame: I think telling the truth is the _____ thing to do.

wrong

Say it: RAWNG

What it means: Not good, fair, or correct.

Try the frame: I know it would be _____ to blame someone else.

reason

Say it: REE-zun

What it means: Why you think or do something.

Try the frame: My _____ for making this claim is _____.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

mistake

Say it: mih-STAYK

What it means: Something done incorrectly by accident.

Try the frame: Amina made a _____ when the jar broke.

fix

Say it: FIKS

What it means: To make something right or repair it.

Try the frame: I can help _____ the problem by telling the truth.

help

Say it: HELP

What it means: To make something easier or better for someone.

Try the frame: My evidence can _____ explain my claim.

side

Say it: SYD

What it means: One of the positions you can take in an argument.

Try the frame: I will pick a _____ and explain why I chose it.

truth

Say it: TROOTH

What it means: What is real or honest; not a lie.

Try the frame: Amina decided to tell the _____ about the jar.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

claim

Say it: KLAYM

What it means: What you believe or think.

Try the frame: My _____ is that Amina was responsible.

argument

Say it: AR-gyoo-ment

What it means: Ideas and reasons that support a claim.

Try the frame: My _____ shows why honesty mattered.

reasoning

Say it: REE-zun-ing

What it means: Thinking that connects evidence to a claim.

Try the frame: My _____ links the evidence to my claim.

evidence

Say it: EV-uh-duhns

What it means: Details from a text that support an idea.

Try the frame: My _____ shows Amina was honest.

explanation

Say it: ek-spluh-NAY-shun

What it means: Words that tell how or why.

Try the frame: My _____ tells why the choice was right.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

theme

Say it: THEEM

What it means: The lesson a story teaches.

Try the frame: The _____ is that honesty matters.

position

Say it: puh-ZISH-un

What it means: The side you take.

Try the frame: My _____ is that Maya acted responsibly.

support

Say it: suh-PORT

What it means: To back up a claim with reasons.

Try the frame: I _____ my claim with proof.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: Owning what you should do.

Try the frame: Amina showed _____ by telling the truth.

citizenship

Say it: SIT-uh-zun-ship

What it means: Being a helpful member of a community.

Try the frame: Good _____ means telling the truth.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

honesty

Say it: ON-uh-stee

What it means: Telling the truth and being truthful.

Try the frame: Amina showed _____ when she told Mrs. Ramirez what happened.

volunteer

Say it: vol-un-TEER

What it means: To offer to help without being asked or paid.

Try the frame: Maya chose to _____ at the dog shelter.

shelter

Say it: SHEL-ter

What it means: A safe place that protects people or animals.

Try the frame: Maya cared for the dogs at the _____.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: Taking care of what you are supposed to do.

Try the frame: Maya showed _____ when she went back for Rusty.

accident

Say it: AK-suh-dent

What it means: Something that happens by chance and was not meant to happen.

Try the frame: The broken jar was an _____, not something Amina planned.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

depend

Say it: dih-PEND

What it means: To need or rely on someone or something.

Try the frame: Rusty had to _____ on Maya for food and care.

rushed

Say it: RUHSHT

What it means: Did something too quickly.

Try the frame: Maya _____ through her chores and forgot the food bowl.

trust

Say it: TRUHST

What it means: To believe that someone is honest and reliable.

Try the frame: Telling the truth helped Amina earn her teacher's _____.

admit

Say it: uhd-MIT

What it means: To say that you did something, especially a mistake.

Try the frame: Amina chose to _____ that she broke the jar.

citizen

Say it: SIT-uh-zun

What it means: A member of a community who has rights and responsibilities.

Try the frame: A good _____ takes care of others and tells the truth.

If You Have to Decide, You Must Declare the WHY

A claim is a decision plus "because" plus reasons.

DECISION PROMPT ›

CHOOSE A SIDE ›

DECISION + BECAUSE ›

REASONS ›

EVIDENCE

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.

MODEL CLAIM

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

REMEMBER

If you have to decide, you must declare the WHY. A choice is not an argument until you give the reason behind it.

Naming the Parts of a Claim

Decision. Because. Reasons. Every claim has three parts working together.

PARTS OF A CLAIM

Part of the Claim	Example from Text	Purpose
Decision	"Amina should have told the truth..."	This is the side the writer takes.
"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.

NOTICE

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.

DECISION CLUE WORDS

Use a triangle for decision words like **should**, **whether**, or **if** - these signal that you must make a claim and declare the WHY.

Reading the Prompt: Find the Decision

Mark the prompt before you decide.

MARK THE PROMPT

Circle	Circle the topic of the argument.
Box	Box the action word that tells you to take a side.
Triangle	Triangle the decision clue word - should, whether, or if.

ARGUMENTATIVE PROMPTS ARE WHY PROMPTS

- Explain if Amina should have told the truth about breaking the jar.
- Explain whether or not Maya should have returned to the shelter to feed Rusty.

Both prompts ask you to decide, then declare the why.

ORAL REHEARSAL FRAME

I have to decide _____

My claim is _____

because _____ and _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the claim frame as you mark a prompt. You still decide which words show the decision and which side you take.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

AS YOU READ

☐ Dot in the passage ☐ List in the margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If making a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

How can I build a strong claim that decides a side and gives reasons why?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The left edge of the paper has rounded corners, while the right edge is straight. The paper appears to be part of a notebook or binder.

My thinking level before we begin:

MOVE YOUR THINKING

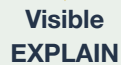
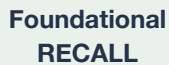
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I build a strong claim when I ____ because _____. Then write your own thinking.

Say your answer first or use this starter: I build a strong claim when I ____ because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

Crash

Passage 1 • Narrative • Grade 3 Stamina

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which details could become a reason that supports a decision?

[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.

Crash - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"One afternoon; For a moment"	It fits because _____
R ■ Reactions	"Amina's heart started to race; Amina felt proud; her honesty helped make things right"	It fits because _____
A ▲ Actions	"Amina's elbow bumped the table; the glass jar fell to the floor and broke; raised her hand"	It fits because _____
C ★ Character, Concept, Creature	"Amina; Mrs. Ramirez; honesty"	It fits because _____
K ♦ Key Knowledge	"being honest shows responsibility; being a good citizen means telling the truth, even when it feels hard"	It fits because _____
S ▼ Scenery / Setting	"the table near the window; a science project about plants"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Good Citizen

Passage 2 • Narrative • Grade 3 Stamina

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which details could become a reason that supports a decision?

[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.

The Good Citizen - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Every Saturday morning; One busy Saturday; Later that afternoon"	It fits because _____
R ■ Reactions	"her stomach twisted with worry; Rusty wagged his tail wildly; Maya realized something important"	It fits because _____
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"	It fits because _____
C ★ Character, Concept, Creature	"Maya; Rusty; responsibility and good citizenship"	It fits because _____
K ♦ Key Knowledge	"being a good citizen meant doing your job carefully; trusting her to take care of him"	It fits because _____
S ▼ Scenery / Setting	"the small dog shelter at the edge of town; the kennels; the park"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

You cannot stay neutral. You **MUST** choose.

YOU MUST CHOOSE

Should a person always tell the truth, even if they might get in trouble? Raise your hand if you say yes. Raise your hand if you say no. You did not just choose - you had a reason.

DAILY DECK SLIDE

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

THE WRITING PATH

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

DECLARE THE WHY

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

Day 1 - REVEAL

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

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."

Notice how my claim takes a clear side and then declares the WHY with "because" and three reasons. That is a strong argumentative claim.

EMBEDDED CHECK

If a sentence 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.

- "Amina should have told the truth because honesty shows responsibility." (Claim)
- "The glass jar fell to the floor and broke." (Not a claim)
- "Maya should have returned to the shelter because Rusty depended on her." (Claim)
- "Maya rode her bike to the dog shelter." (Not a claim)

ESSENTIAL QUESTION

How can I build a strong claim that decides a side and gives reasons why?

Day 2 - ATTEMPT

Decide & Declare - How to play.

THE GOAL

Read a prompt, figure out what must be decided, and then declare the WHY by building a claim.

MATERIALS PER GROUP

Prompt cards (below), a claim recording sheet, and your Interactive Notebook Practice Pocket.

HOW TO PLAY

1. Draw a Prompt Card - one student reads it aloud.
2. Identify the Decision - say, "We have to decide YES or NO."
3. Say the Habit: "If you have to decide, you must declare the WHY."
4. Build the Claim - choose a side and write a sentence using "because."
5. Group Check - did we choose ONE side? Did we use "because"? Did we include reasons?
6. Verbal Defense Round - read your claim aloud; other groups may respond, "We agree because..." or "We disagree because..."

BEFORE YOU CUT

Dashed lines mean CUT. Use the card backs to check your matches. Match first; flip second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting. Read each prompt, say the decision, and declare the why aloud.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Prompt Cards - Set A (Crash)

Use each card to build your answer.

PROMPT CARD 1

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

PROMPT CARD 2

Explain whether or not Maya should have returned to the shelter to feed Rusty.

PROMPT CARD 3

Explain if students should always take responsibility for their mistakes.

PROMPT CARD 4

Explain whether or not honesty is more important than avoiding trouble.

Mirrored Backs - Prompt Cards - Set A (Crash)

Turn the cards over when you are ready to check.

2

DECLARE

**Build the claim: decision +
because + reasons.**

1

DECIDE

**Say: We have to decide YES or
NO.**

4

DECLARE

**Build the claim: decision +
because + reasons.**

3

DECIDE

**Say: We have to decide YES or
NO.**

✂ CUT PAGE - Prompt Cards - Set B (The Good Citizen)

Use each card to build your answer.

PROMPT CARD 5

Explain if Maya showed strong responsibility at the end of the story.

PROMPT CARD 6

Explain whether or not Amina acted like a good citizen.

PROMPT CARD 7

Explain if rushing is ever acceptable when others depend on you.

PROMPT CARD 8

Explain whether or not both characters showed responsibility in the same way.

Mirrored Backs - Prompt Cards - Set B (The Good Citizen)

Turn the cards over when you are ready to check.

6

DECLARE

**Build the claim: decision +
because + reasons.**

5

DECIDE

**Say: We have to decide YES or
NO.**

8

DECLARE

**Build the claim: decision +
because + reasons.**

7

DECIDE

**Say: We have to decide YES or
NO.**

Decide & Declare - My Recording Sheet

Record your best claims. Say the why for every prompt you draw.

Prompt	My Decision (YES/NO)	My Claim (because)	Group Check
1			
2			
3			
4			

NO-CUT PATHWAY

You do not have to cut the cards. Read each prompt from the deck, write your decision and your claim in the table above, and say your why aloud.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Claim Formula chart as a reference. Say your claim aloud with "because" before you write it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Let's talk about what made our claims strong.

DISCUSSION QUESTIONS

- How do you know this is a WHY prompt? (We had to decide.)
- What happens if you do not choose a side? (It is not an argument.)
- Why is "because" important? (It shows reasons.)
- What is the difference between a reason and evidence? (Reasons are ideas; evidence comes from the text.)
- How do both stories connect to responsibility? (Amina told the truth; Maya fixed her mistake.)

WHAT WE NOTICED

A claim with no reason is only an opinion. Once we choose a side, we have to explain why. Words like "should" and "whether or not" signal a decision.

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: A side with no reason is ____.
A claim with a why is _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Decide & Declare T-Chart

Read the prompt, write your decision, then write a claim that declares the WHY.

EXAMPLE

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

MY T-CHART

Prompt	Decision	Claim

STUDENT SUPPORT - Another Way to Show What You Know

Use the Claim Formula chart and the passage evidence hunts. You still choose your side and your why.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Claim - Draft Space

Write a claim for a new prompt: a clear decision, "because," and reasons.

SUCCESS CHECK

- ☐ Decision clearly stated ☐ "Because" used to declare the WHY
☐ Two or more reasons given ☐ Claim answers the prompt

[illegible]

Day 4 - AWARD Yourself

You made decisions. You supported your thinking. You became an argument writer.

EARN A TITLE

Record the title you earned this week: Claim Creator, Reason Builder, Decision Maker, or Argument Leader.

MY AWARD

I am proud that I

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one part and point to proof before writing. Rehearse: "I chose a side and proved my why by ____."

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Growth

Reflect, then set a goal for your argumentative writing.

REFLECTION QUESTIONS

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

BUILD A PRECISE TARGET

My next goal is to strengthen my argumentative writing by

I will know I improved when

CURIOSITY QUESTIONS

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

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: explain how strong reasons make an argument more convincing, not just longer.

Day 5 - EXPLAIN: Turn and Teach

To truly master a skill, you have to be able to teach it.

ORAL-REHEARSAL FRAME

"When a prompt asks me to decide, I must _____. My claim is a decision plus _____ plus _____."

TURN AND TEACH

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.

DAILY DECK SLIDE

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Use the frame, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - EDUCATE: Build the Argument

Build a claim from pieces: a prompt strip, decision strips, and 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 or copy the completed claim into your 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."

MY BUILT CLAIM

Prompt I chose:

My claim:

STUDENT SUPPORT - Another Way to Show What You Know

If cutting strips is difficult, write the decision and reasons directly onto the lines instead of cutting.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without using a frame, explain why a decision prompt is really a WHY prompt.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

How can I build a strong claim that decides a side and gives reasons why?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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**Reflective
EXTEND**

Check the Learning

Informal ways to SEE what you understand.

VERBAL - FIST TO FIVE

Hold up 0-5 fingers to show how sure you are that you can identify a claim (a decision + "because" + reasons) in the passage.

My number and reason:

VISUAL / PHYSICAL - SORT IT

Sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."

My sort:

WRITTEN - ONE-SENTENCE SUMMARY

Write the claim for a passage in a single sentence.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your fist-to-five number aloud, show your sort, or hand in your one-sentence summary.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Circle Claim Creator, Reason Builder, Decision Maker, or Argument Leader. Write the claim page you are proudest of and explain why.

TARGET

Choose one next step from the lesson: choose a side clearly, explain WHY with “because,” or use strong reasons. You may also ask: Can two people disagree and both be right?

EXPLAIN

Teach a partner the rule “If you have to decide, you must declare the WHY.” Give an example claim and point to the page that proves your explanation.

I Can...	Not Yet	Getting Set	I Can Do It
Tell a decision from a reason	☐	☐	☐
Choose a side and declare the why	☐	☐	☐
Write my claim with "because"	☐	☐	☐
Support my claim with two or more reasons	☐	☐	☐
Revise my claim to make it stronger	☐	☐	☐

Day 5 - Writing Opportunity - Plan and Draft

Should Amina have told Mrs. Ramirez the truth after the jar broke?

WRITING PROMPT

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

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.

PLANNING SUPPORT

1. Mark the prompt: circle the decision, box the action, triangle the clue words.
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.

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Choose the side whose reasons you can explain most clearly. Then underline the decision before planning.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Claim

Decide before you draft. Decision first, then claim, then reasons.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Claim Formula chart and the passage evidence hunts. You choose the side, the why, and the reasons.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Claim Draft - Page 1

Write your claim and your first reason with evidence.

MEANING CHECK

After each sentence, ask: Does this support my claim? Keep the parts that prove your side.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Claim Draft - Page 2

Continue with a second reason and evidence, then explain how it supports your claim.

PRECISION CHECK

Read your explanation. Does it tell how the evidence supports the reason, or does it just repeat the quote? Adjust for meaning.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Revise, Edit, and Share

Improve one sentence, check conventions, then explain one decision.

REVISE

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

Before:

After:

EDIT

- ☐ Complete sentences
 ☐ Subject-verb agreement
 ☐ Singular and common nouns
☐ Correctly spelled high-frequency words

SHARE

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

STUDENT SUPPORT - Another Way to Show What You Know

Read only your claim and your strongest reason to a partner. The feedback must name a specific part of your claim.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - The Claim Architect Challenge

A great writer does not just state a fact. They make a decision and then declare the WHY.

YOUR CHALLENGE

Write two different claims that answer the same argumentative prompt about Amina and the broken 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.

THE BRIDGE

Connect your claim to the evidence from the passage. Name the passage and lead the reader directly to your reasons.

THE SMOOTHNESS TEST

Read your two claims aloud to a partner. Which one flows like a river from your decision down to your reasons? If it feels jumpy, fix your bridge.

MOVE YOUR THINKING


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Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 1.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

When a prompt asks you to decide, you do not stop at the answer. You declare the WHY. A strong claim makes a decision, declares the WHY with "because," and gives reasons backed by evidence from the text. If you have to decide, you must declare the WHY.

ESSENTIAL QUESTION - ANSWERED

How can I build a strong claim that decides a side and gives reasons why?

MY ANSWER

I build a strong claim by making a decision first. Then I use the word "because" to connect my decision to my reasons. I finish by adding evidence from the text that supports my claim.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 1, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I write a strong claim that picks a side?

My Answer

I make my decision first, then I use the word 'because' to connect my side to my reasons, and I add evidence from the text that backs up my claim.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the decision: I think ____ because ____, and the text shows ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 6



M O D U L E

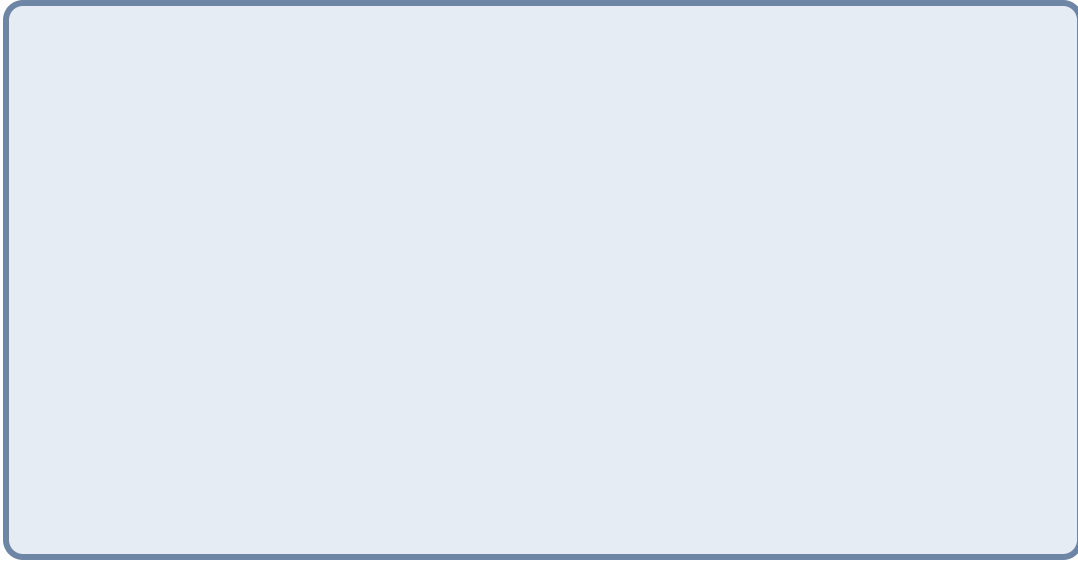


Magnify One Claim into Three Reasons

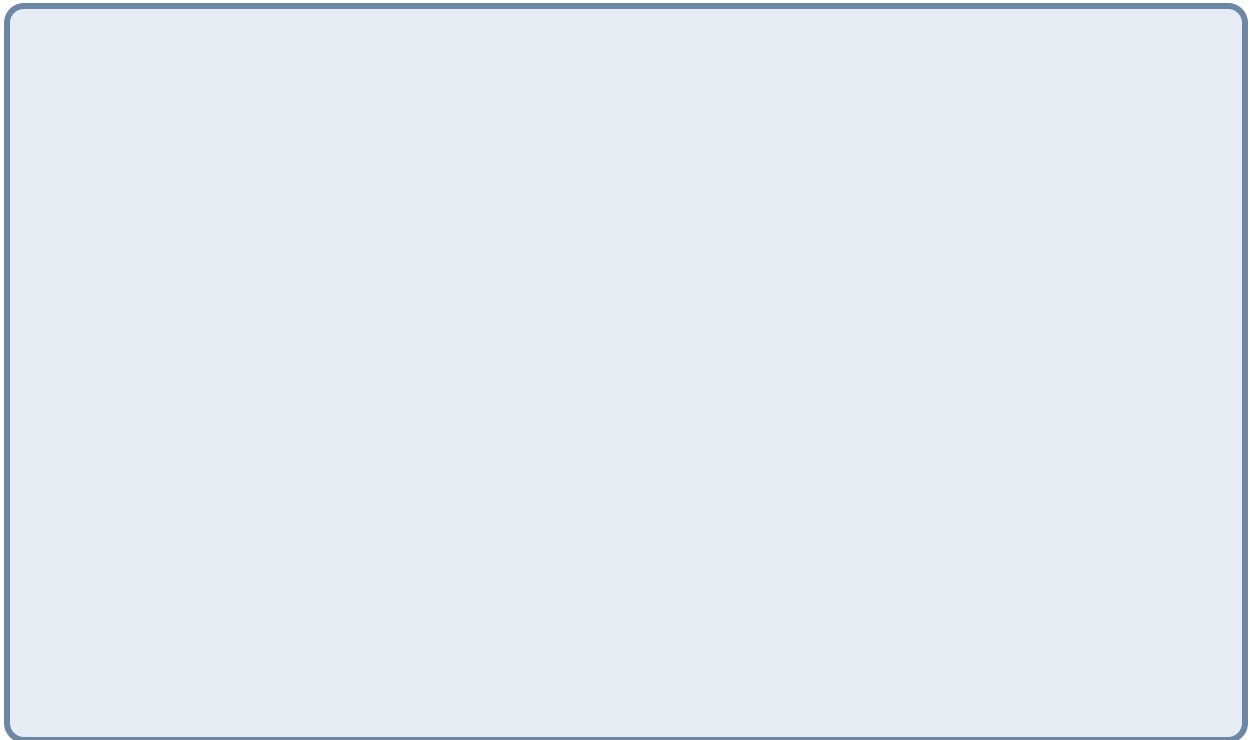
The Magnifying Process



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A claim cannot stand alone - it needs strong reasons.

WHY THIS MODULE MATTERS

I 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.

Essential Question

How do I grow one claim into three strong reasons?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning

Read the official TEKS and how a student can say the same standard.

TEKS 3.12C(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an argument with the parts readers expect.

TEKS 3.12C(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentences to make my argument work.

TEKS 3.11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop my claim with relevant reasons and details.

TEKS 3.7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS breakout and how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and show I understood by retelling or asking a question.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use a HABIT before reading to help me understand.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use vocabulary from this topic in my writing.

My Module 2 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- build a claim that starts with a decision and moves to reasons (because).
- brainstorm many reasons and group them into families.
- narrow each group to one strongest idea.
- choose the final three reasons and find text evidence for each.

I WILL

- brainstorm more reasons than I need before choosing.
- use "If you have to decide, you must declare the WHY" to organize my thoughts.
- match one strong passage detail to each final reason.
- use the HABIT to transition from a decision to reasons.

LEARNING DESTINATION

I will support a claim with three strong, distinct reasons and find text evidence for each.

MY LAUNCHPAD PROMISE

The magnifying layer I will practice first is _____ because

My Module 2 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Brainstorm many possible reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Group similar ideas together	a lot / a little / new	a lot / a little / new	a lot / a little / new
Narrow a group to one strong idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose three distinct, different reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match evidence to each reason	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

reason

Say it: REE-zuhn

What it means: Why you think or do something.

Try the frame: One _____ Maya went back is because Rusty needed her.

choose

Say it: CHOOZ

What it means: To pick one out of many.

Try the frame: I will _____ my three strongest reasons.

group

Say it: GROOP

What it means: To put things that are alike together.

Try the frame: I can _____ reasons that belong together.

sort

Say it: SORT

What it means: To separate things into categories.

Try the frame: I _____ my ideas into buckets.

support

Say it: suh-PORT

What it means: To back up a claim.

Try the frame: My reasons _____ my claim.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

mistake

Say it: mih-STAYK

What it means: Something done incorrectly by accident.

Try the frame: Maya fixed her _____ by going back.

honest

Say it: ON-ist

What it means: Telling the truth.

Try the frame: Amina was _____ about the jar.

careful

Say it: KAIR-fuhl

What it means: Paying close attention so you do things right.

Try the frame: A good citizen is _____ with their job.

help

Say it: HELP

What it means: To make something easier for someone.

Try the frame: My evidence can _____ prove my reason.

trust

Say it: TRUHST

What it means: Believing someone is honest and reliable.

Try the frame: Telling the truth builds _____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

claim

Say it: KLAYM

What it means: What you believe or think.

Try the frame: My _____ tells my side.

thesis (central idea)

Say it: THEE-sis

What it means: The main claim of a piece of writing.

Try the frame: My _____ states my position.

argument

Say it: AR-gyuh-muhnt

What it means: Ideas and reasons that support a claim.

Try the frame: My _____ has three strong reasons.

brainstorm

Say it: BRAYN-storm

What it means: To gather many ideas quickly.

Try the frame: I _____ many reasons first.

categorize

Say it: KAT-uh-guh-ryze

What it means: To sort ideas into groups.

Try the frame: I _____ my reasons into buckets.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

narrow

Say it: NAIR-oh

What it means: To shrink a group to one best idea.

Try the frame: I _____ each group to its strongest reason.

evidence

Say it: EV-uh-duhns

What it means: Details from a text that prove an idea.

Try the frame: My _____ comes from the passage.

topic sentence

Say it: TOP-ik SEN-tuhns

What it means: The sentence that states a reason.

Try the frame: Each _____ names one strong reason.

magnify

Say it: MAG-nuh-fy

What it means: To stretch, sort, and refine thinking.

Try the frame: I _____ my thinking to find the best reasons.

citizenship

Say it: SIT-uh-zuhn-ship

What it means: Being a helpful member of a community.

Try the frame: Good _____ means doing your job carefully.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

accident

Say it: AK-suh-dent

What it means: Something that happens by chance, not on purpose.

Try the frame: The broken jar was an _____.

honesty

Say it: ON-uh-stee

What it means: Telling the truth and being truthful.

Try the frame: Amina showed _____ to her teacher.

shelter

Say it: SHEL-ter

What it means: A safe place that protects people or animals.

Try the frame: Maya volunteered at the animal _____.

volunteer

Say it: vol-un-TEER

What it means: To help without being asked or paid.

Try the frame: Maya chose to _____ on Saturdays.

rushed

Say it: RUHSHT

What it means: Did something too quickly.

Try the frame: Maya _____ and forgot the food bowl.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

depended

Say it: dih-PEN-did

What it means: Relied on someone for help or care.

Try the frame: Rusty _____ on Maya for food.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: Taking care of what you are supposed to do.

Try the frame: Maya showed _____ when she went back.

citizen

Say it: SIT-uh-zun

What it means: A member of a community with rights and duties.

Try the frame: A good _____ helps others.

trust

Say it: TRUHST

What it means: To believe someone is honest and reliable.

Try the frame: Honesty builds _____.

mistake

Say it: mih-STAYK

What it means: Something done wrong by accident.

Try the frame: Maya corrected her _____.

The DOT Reading HABIT

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.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Magnifying Process: Four Layers

Strong writers do not grab the first three reasons - they magnify their thinking.

Layer	What I Do
1. BRAINSTORM	Brainstorm many possible reasons. Do not stop at the first few.
2. GROUP	Group similar reasons together.
3. NARROW	Narrow each group to its one strongest idea.
4. CHOOSE 3	Choose only three final groups to become the topic sentences or reasons.

REMEMBER

A claim cannot stand alone - it needs strong reasons.

BRAINSTORM ›

GROUP ›

NARROW ›

CHOOSE 3

STUDENT SUPPORT - Another Way to Show What You Know

No sorting cards? Point to each layer name in order and say what you would do at each step.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Claim, Reason, and Evidence

Strong thinkers keep these three ideas straight.

CLAIM

What you believe or think. A decision plus "because" plus reasons.

REASON

Why you think or do something - a bigger idea that evidence can prove.

EVIDENCE

Details from a text that prove an idea.

EXPLANATION

Words that show why the evidence proves the reason.

Ready to Stretch? Take Your Thinking Further!

Choose one detail from either passage. Name whether it is a reason or evidence, and explain how you know.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will support a claim with three strong, distinct reasons and find text evidence for each.

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.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MOVE YOUR THINKING



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USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Crash

Fiction • Narrative • Part 1 of 3

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for clusters of support - details that could group together into a larger reason.

[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.

Crash - Continued 2

Fiction • Narrative • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could group into reasons.

[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.

Crash - Continued 3

Fiction • Narrative • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could group into reasons.

[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.

Crash - TRACKS Evidence Hunt

Verbally explain which larger reason each exact clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	"One afternoon"	It could support the reason _____
R ■ Reactions	"Amina's heart started to race"	It could support the reason _____
A ▲ Actions	"The glass jar fell to the floor and broke"	It could support the reason _____
C ★ Character, Concept, Creature	"honesty"	It could support the reason _____
K ♦ Key Knowledge	"being a good citizen means telling the truth, even when it feels hard"	It could support the reason _____
S ▼ Scenery / Setting	"the table near the window"	It could support the reason _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This detail could support the reason _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Good Citizen

Fiction • Narrative • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for clusters of support - details that could group together into a larger reason.

[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.

The Good Citizen - Continued 2

Fiction • Narrative • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could group into reasons.

[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.

The Good Citizen - Continued 3

Fiction • Narrative • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could group into reasons.

[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.

The Good Citizen - Continued 4

Fiction • Narrative • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could group into reasons.

[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.

The Good Citizen - TRACKS Evidence Hunt

Verbally explain which larger reason each exact clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	"Every Saturday morning"	It could support the reason _____
R ■ Reactions	"Her stomach twisted with worry"	It could support the reason _____
A ▲ Actions	"she had never filled Rusty's food bowl"	It could support the reason _____
C ★ Character, Concept, Creature	"responsibility"	It could support the reason _____
K ♦ Key Knowledge	"others depended on her"	It could support the reason _____
S ▼ Scenery / Setting	"the small dog shelter at the edge of town"	It could support the reason _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This detail could support the reason _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Popcorn Brain

Pop, pop, pop - ideas are flying everywhere.

OUR THINKING TOOL

Imagine your brain is full of popcorn - pop, pop, pop - ideas 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 catch the ideas, sort the ideas, and choose the strongest ones.

OUR HABIT TODAY

If you have to decide, you must declare the WHY. But after you declare the WHY, you must support your thinking with reasons. Not random reasons. Not repeated reasons. Strong reasons.

BRAINSTORM

›

GROUP

›

NARROW

›

CHOOSE 3

REVIEW

Analyze the prompt. Decide your side. Write a claim with "because." Support the claim with reasons. In argumentative writing, the thesis (central idea) is often called a claim - it tells what side you are taking. But the claim cannot stand alone. It needs support. That support comes from reasons.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Say the claim aloud, then point to the "because" and each reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Teach the Magnifying Process

We do not grab the first three reasons we think of - we magnify our thinking.

MAGNIFYING PROCESS ANCHOR CHART

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 MODEL - The Good Citizen

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: 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

LAYER 2 - GROUP: 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)

LAYER 3 - NARROW: 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 3: One reason Maya should have returned was that responsibility means finishing your job carefully. Another reason was that Rusty depended on her for care. A final reason was that good citizens fix mistakes and make things right.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each layer in order and say what happened at that layer.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Reason Buckets Blitz

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

HOW TO PLAY

1. Draw a prompt card and its matching claim card. Record both in your interactive notebook.
2. Layer 1 - Brainstorm: write at least 9 possible reasons, one per slip. Write fast and think wide - do not judge the ideas yet.
3. Layer 2 - Group: place similar reason slips into 3 buckets or envelopes and label each bucket.
4. Layer 3 - Narrow: choose only the one strongest idea from each bucket.
5. Layer 4 - Choose the final three: turn your narrowed ideas into topic sentences using "One reason ____ is because...", "Another reason ____ is because...", "A final reason ____ is because..."

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.

GROUP SHARE CHECK

Do the reasons support the claim? Are they clear? Are they different enough from each other?

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Read each prompt card aloud in order and sort your reasons on paper instead.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Before You Cut

Start with the card activity.

SET UP

Use each card to build your answer. Use the card backs to check your matches.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and read each prompt aloud instead.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Reason Buckets Blitz Prompt Cards

Dashed lines mean CUT. Cut apart the cards and use them with your group.

PROMPT CARD 1

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

PROMPT CARD 2

Explain whether or not Maya should have returned to the shelter to feed Rusty.

PROMPT CARD 3

Explain if Maya acted like a good citizen at the end of the story.

PROMPT CARD 4

Explain whether or not Amina showed responsibility when she admitted the accident.

Reason Buckets Blitz - Matching Claim Cards (Self-Check Backs)

These mirror the prompt-card positions - use them to check your claim.

MATCHING CLAIM CARD 2

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

MATCHING CLAIM CARD 1

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

MATCHING CLAIM CARD 4

Amina showed responsibility because she admitted what happened, accepted her mistake, and helped make things right.

MATCHING CLAIM CARD 3

Maya acted like a good citizen because she corrected her mistake, cared for Rusty, and learned from her actions.

MATCHING CLAIM CARD 6

MATCHING CLAIM CARD 5

Reason Buckets Blitz - Recording

Record every layer as you move through the game.

LAYER 1 - BRAINSTORM (write at least 9 reasons)

LAYER 2 - GROUP (label each bucket)

LAYER 3 - NARROW (one strongest idea per bucket)

LAYER 4 - MY FINAL THREE REASONS

1.

--

2.

--

3.

--

Day 3 - DISCUSS

You did not just make a list. You magnified your reasons.

- Why can't we just use the first three reasons we think of?
- How did grouping help your brain?
- What makes a strong final reason?
- What is the difference between brainstorming and narrowing?
- Why is the magnifying process helpful for argumentative writing?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: I brainstormed _____. I grouped _____. I narrowed to _____ because _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Evidence Hunt for the Final Three

Now that you have three reasons, you must prove them.

WHAT TO DO

1. Copy each of your three final reasons into the first column of a three-column chart:
Final Reason | Textual Evidence | Why It Fits.
2. Go back to the passage and find one piece of textual evidence that supports each reason.
3. In the third column, explain in a short phrase why the evidence fits.

TEACHER MODELING EXAMPLE - Amina

Honesty builds trust. Evidence: Mrs. Ramirez said, "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility." Why It Fits: This shows telling the truth was valued and connected to trust and responsibility.

Responsibility means owning your mistakes. Evidence: "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over." Why It Fits: This shows Amina taking responsibility for what happened.

Telling the truth helps make things right. Evidence: "Soon the floor was clean." Why It Fits: Once Amina admitted what happened, the class was able to fix the problem.

STUDENT SUPPORT - Another Way to Show What You Know

Choose evidence that directly connects to the reason, comes from the passage, and is not repeated for all three reasons.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Evidence Hunt - Crash

List three final reasons. Match one strong passage detail to each.

CLAIM

Amina should have told the truth about breaking the jar.

REASON 1:

Evidence:

REASON 2:

Evidence:

REASON 3:

Evidence:

STUDENT SUPPORT - Another Way to Show What You Know

Underline the exact words in each detail that connect to the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Evidence Hunt - The Good Citizen

List three final reasons. Match one strong passage detail to each.

CLAIM

Maya should have returned to the shelter to feed Rusty.

REASON 1:

Evidence:

REASON 2:

Evidence:

REASON 3:

Evidence:

STUDENT SUPPORT - Another Way to Show What You Know

Underline the exact words in each detail that connect to the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

You did real writer work today.

CHOOSE

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

MY AWARD

I am proud that I _____

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest reason before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one goal that will strengthen your argument.

- ☐ 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?

MY TARGET

My next goal is to

I chose it because

Ready to Stretch? Take Your Thinking Further!

Can two people have the same claim but different reasons? Why do stronger reasons make stronger arguments?

Day 5 - EXPLAIN or Educate Others

Turn and teach someone how the magnifying process works.

TURN AND TEACH FRAMES

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

Teach the four layers in order:

1. **Brainstorm** - ____
2. **Group** - ____
3. **Narrow** - ____
4. **Choose 3** - ____

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain why strong writers do not simply grab the first three ideas.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Explain why brainstorming widely leads to stronger final reasons.

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Show what you can do in three ways.

VERBAL

Fist to Five: how sure are you that you can identify a claim (a decision + "because" + reasons) in the passage?

VISUAL

Sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."

WRITTEN

Write the claim for the passage in a single sentence.

ASK YOURSELF

Does each reason match the claim? Does it add something new? Can the passage prove it?

MY MODULE CHECK-IN

Award. Target. Explain. Use proof from the magnifying process.

AWARD

Choose Reason Builder, Claim Supporter, Magnifying Master, Evidence Hunter, or Strong Thinking Star. Circle the reason-bucket page you are proudest of and explain why.

TARGET

Choose one next step from the lesson: brainstorm more ideas, group similar reasons, narrow to the strongest idea, choose three distinct reasons, or match evidence to each reason. You may also write a new-topic question.

EXPLAIN

Teach the four layers in order: brainstorm, group, narrow, choose three. Give an example from your recording page and explain why strong writers do not grab the first three ideas.

Day 5 - Writing Opportunity - Build the Reasons

Grow one claim into three strong reasons, then plan your argument.

PROMPT

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

PLANNING PROCESS

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.
5. Find one piece of evidence from the passage for each reason.

MY CLAIM

STUDENT SUPPORT - Another Way to Show What You Know

Brainstorm wider than three before you choose your final reasons.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Argument

Choose three reasons and match evidence to each.

REASON 1

Evidence:

REASON 2

Evidence:

REASON 3

Evidence:

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still choose which detail proves each reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Argument Draft - Page 1

Begin with your claim. Give each reason its own sentence or two.

DRAFTING FOCUS

State your claim, then develop it with three distinct, relevant reasons.

[illegible]

Argument Draft - Page 2

Begin with your claim. Give each reason its own sentence or two.

DRAFTING FOCUS

State your claim, then develop it with three distinct, relevant reasons.

[illegible]

Revise, Edit, and Share

Improve your reasons and check conventions.

REVISE

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

EDIT

- ☐ complete sentences
- ☐ subject-verb agreement
- ☐ correctly spelled high-frequency words

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Stronger Than Mine?

Judge reasons - decide which are weak, which are strong, and which are strongest.

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

YOUR TURN

Which set is stronger? Why? Revise one weak reason into a stronger one, then find evidence for the stronger version.

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

A writer uses the magnifying process to build three strong, different reasons: brainstorm many reasons, group them into families, narrow each group to its strongest idea, choose the final three, and prove each one with evidence from the text.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 2, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I grow one claim into three strong reasons?

My Answer

I use the magnifying process: I brainstorm many reasons, group the ones that go together, narrow each group to its strongest idea, choose the final three, and prove each one with evidence from the text.

STUDENT SUPPORT - Another Way to Show What You Know

Start by magnifying: My reason families are ____, ____, and ____, so my three reasons are ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER 6



M O D U L E

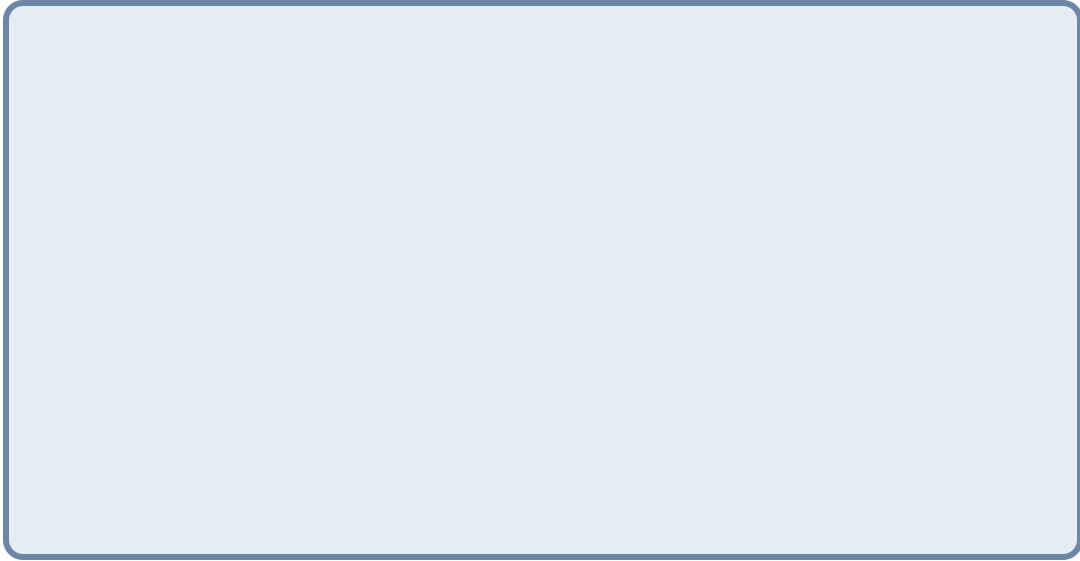


Completing the Argument with CREATURES

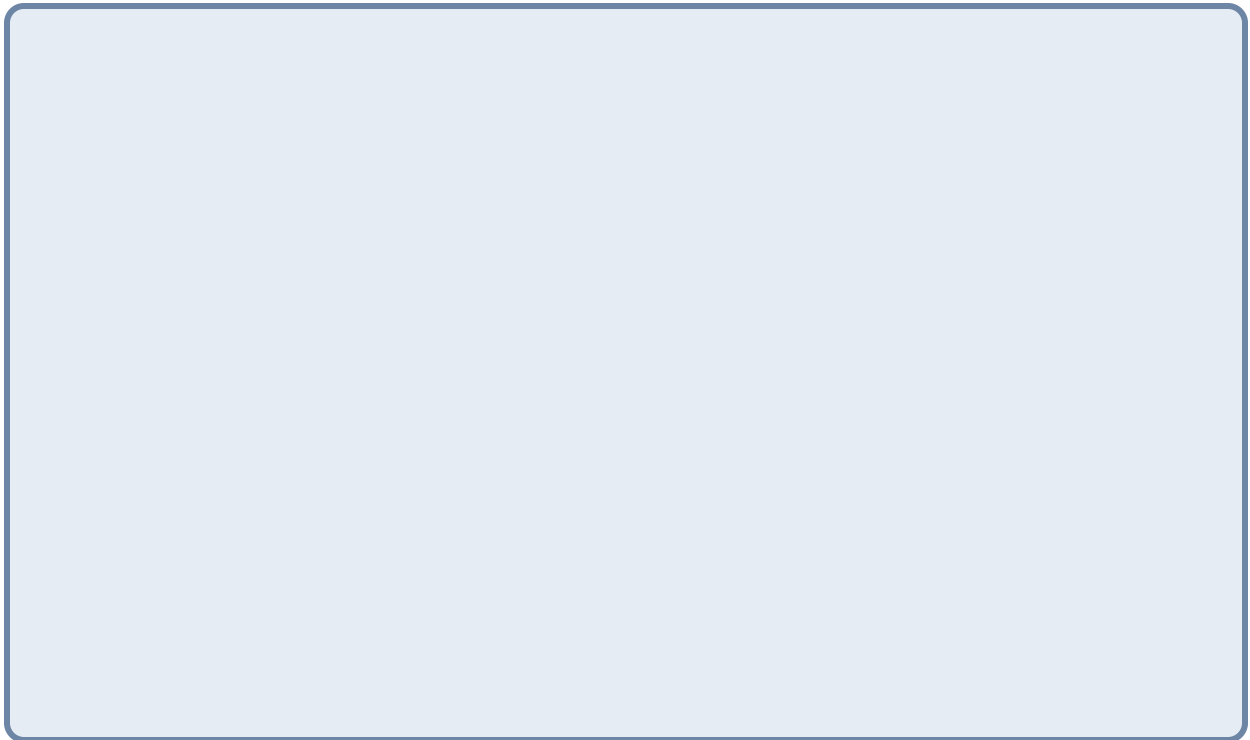
Every Part Doing Its Job



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

If you have to decide, you must declare the WHY - and build an argument that proves it.

WHY THIS MODULE MATTERS

I 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.

Essential Question

How do I put every part of my argument into one full paper?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 12C(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an argument with all its parts working together: a claim, reasons, evidence, and more.

TEKS 12C(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can choose words and sentence order that make my whole argument stronger.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11B(i) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

HOW I SAY THE STANDARD!

I can build a claim that opens my argument on purpose.

TEKS 11B(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can end my argument with a purposeful ending and significance.

TEKS 11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can add evidence, thinking, and a rebuttal that support my claim.

TEKS 7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use this module's words when I write.

ELPS 4(D)(i)-(iii) - Official Standard

write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words

HOW I SAY THE STANDARD!

I can use different sentence lengths and connecting words.

ELPS 4(D)(iii) - Official Standard

write using a variety of grade-appropriate connecting words

HOW I SAY THE STANDARD!

I can use connecting words that link my ideas.

ELPS 4(E)(i)-(ii) - Official Standard

write formal or informal text using conventions and grammatical structures

HOW I SAY THE STANDARD!

I can use correct conventions when I write.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can explain my thinking with details.

My Module 3 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

- build a complete argumentative response by connecting the parts of CREATURES.
- match reasons, evidence, and thinking so every piece supports the claim.
- recognize another reasonable viewpoint and respond with a respectful rebuttal.
- write an ending and significance that reinforce my claim and show why it matters.

I WILL

- read closely, listen actively, and discuss my reasoning.
- use text evidence, write independently, and explain my thinking to others.
- organize my reasons in a logical order and explain how the evidence supports them.
- check that every CREATURES part belongs before I call my response finished.

LEARNING DESTINATION

I will build a claim that starts with a decision and moves to reasons, evidence, thinking, another viewpoint, a rebuttal, an ending, and a significance.

MY LAUNCHPAD PROMISE

The CREATURES part I will strengthen first is _____ because

My Module 3 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Write a clear claim	a lot / a little / new	a lot / a little / new	a lot / a little / new
Organize reasons in logical order	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match evidence to a reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain my thinking instead of repeating evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Recognize and rebut another viewpoint	a lot / a little / new	a lot / a little / new	a lot / a little / new
End with an ending and a significance	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

build

Say it: BILD

What it means: To put parts together or make something stronger

Try the frame: I can build my argument by adding ____.

connect

Say it: kuh-NEKT

What it means: To join ideas or things together

Try the frame: I can connect this idea to ____.

support

Say it: suh-PORT

What it means: To help an idea seem true or strong

Try the frame: I can support my claim with ____.

finish

Say it: FIN-ish

What it means: To complete something

Try the frame: I will finish my paper by ____.

idea

Say it: eye-DEE-uh

What it means: A thought or plan

Try the frame: My idea about the passage is ____.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

reason

Say it: REE-zuhn

What it means: Why someone thinks or does something

Try the frame: One reason I believe this is ____.

proof

Say it: PROOF

What it means: Facts or examples that show something is true

Try the frame: My proof from the passage is ____.

explain

Say it: ek-SPLAYN

What it means: To tell how or why something happens

Try the frame: I can explain my answer by ____.

read

Say it: REED

What it means: To look at words and understand their meaning

Try the frame: When I read the passage, I notice ____.

share

Say it: SHAIR

What it means: To give an idea or something to another person

Try the frame: I can share my idea about ____ with ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

claim

Say it: KLAYM

What it means: A statement that says what you believe

Try the frame: My claim is that ____.

argument

Say it: AR-gyoo-ment

What it means: A set of ideas and reasons that support a claim

Try the frame: My argument shows that ____ because ____.

reasoning

Say it: REE-zuh-ning

What it means: The thinking that explains why your reasons support your claim

Try the frame: My reasoning is ____ because ____.

evidence

Say it: EV-uh-duhns

What it means: Facts or details that support a claim

Try the frame: My evidence from the passage is ____.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: Details that tell how or why something is true

Try the frame: My explanation shows ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

counterargument

Say it: KOWN-ter-ar-gyoo-ment

What it means: An opposing idea or reason

Try the frame: Someone might say ____, but ____.

rebuttal

Say it: rih-BUT-uhl

What it means: An answer that shows why an opposing idea is not as strong

Try the frame: My rebuttal is ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: The importance of something

Try the frame: The significance of ____ is ____.

structure

Say it: STRUHK-cher

What it means: The way something is organized

Try the frame: The structure of my paper begins with ____.

logical order

Say it: LAHJ-ih-kuhl OR-der

What it means: A clear order that makes ideas easy to follow

Try the frame: I will put my reasons in logical order by ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

honesty

Say it: ON-uh-stee

What it means: Telling the truth and being truthful

Try the frame: Amina shows honesty when ____.

responsibility

Say it: ri-spon-suh-BIL-uh-tee

What it means: A duty or job that a person should take care of

Try the frame: Maya shows responsibility by ____.

citizen

Say it: SIT-uh-zun

What it means: A person who belongs to a town, city, or country

Try the frame: A good citizen can ____.

shelter

Say it: SHEL-ter

What it means: A safe place that protects people or animals

Try the frame: The shelter helps ____ by ____.

depend

Say it: dih-PEND

What it means: To need or trust someone or something for help

Try the frame: Amina can depend on ____ when ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

trust

Say it: TRUST

What it means: To believe that someone is honest and will do what is right

Try the frame: I can trust ____ because ____.

mistake

Say it: muh-STAYK

What it means: Something done incorrectly

Try the frame: Amina's mistake teaches us ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: A group of people who live or work together

Try the frame: Maya helps her community by ____.

fairness

Say it: FAIR-niss

What it means: Treating people in an equal and just way

Try the frame: Fairness matters when ____.

kindness

Say it: KIND-niss

What it means: Being caring and helpful to others

Try the frame: Amina shows kindness when ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning of the word as I learn through the lesson.
T - Drop	Go back and erase the dot above the word once I 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.

STUDENT SUPPORT - Another Way to Show What You Know

If a word is hard to discover, ask a partner or check the Vocabulary pages in this workbook.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The CREATURES Argumentative Framework

Each letter gives one part of the paper a job to do.

CREATURES

C - Claim	state the position you will defend
R - Reasons	give strong reasons for the claim
E - Evidence	use proof from the text
A - Argument	put ideas in a logical order
T - Thinking	explain how the evidence proves the reason
U - Understanding Others	recognize the other side (counterargument)
R - Rebuttal	respond and return to your position
E - Ending	reinforce the claim and bring ideas together
S - Significance	explain why it matters beyond you

THE CREATURES ARGUMENT PATH

Establish the Position: C → R. Prove and Develop: E → A → T. Address Another Perspective: U → R. Bring It Together: E → S.

WORDS TO REMEMBER

If you have to decide, you must declare the WHY - and build an argument that proves it.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each letter and say its job in order. Then name which part you think is strongest and which needs a clearer connection.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Mentor Text Moves - Building a Complete CREATURES Argument

Watch how a complete argument is built - not just a claim and reasons, but 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.

NOTICE

The counterargument, the rebuttal, and the significance turn a good argument into a complete one.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a complete argumentative response by connecting the parts of CREATURES.

SUCCESS CRITERIA

- My claim clearly answers the prompt.
- My reasons and evidence build support in a logical order.
- My thinking explains rather than repeats the evidence.
- My counterargument is reasonable and my rebuttal is respectful and text-based.
- My ending reinforces the claim and my significance shows the big picture.

INDEPENDENT PRODUCT

I will build the full CREATURES path: a claim, reasons in logical order, evidence, thinking that explains the proof, a reasonable counterargument, a respectful rebuttal, an ending, and a significance sentence.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners at the top and bottom edges. There is no handwriting or other markings on the page.

My thinking level before we begin:

MOVE YOUR THINKING

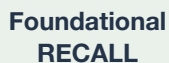
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A writer combines the parts by _____. Then write your own thinking.

Say your answer first or use this starter: A writer combines the parts by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

Crash

Cluster 6 Realistic Fiction • Realistic Fiction • Part 1 of 6

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- [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.

Crash - Continued 2

Cluster 6 Realistic Fiction • Realistic Fiction • Part 2 of 6

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - Continued 3

Cluster 6 Realistic Fiction • Realistic Fiction • Part 3 of 6

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - Continued 4

Cluster 6 Realistic Fiction • Realistic Fiction • Part 4 of 6

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - Continued 5

Cluster 6 Realistic Fiction • Realistic Fiction • Part 5 of 6

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - Continued 6

Cluster 6 Realistic Fiction • Realistic Fiction • Part 6 of 6

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"One afternoon"	It fits because _____
R ■ Reactions	"Amina's heart started to race"	It fits because _____
A ▲ Actions	"Her elbow bumped the table"	It fits because _____
C ★ Character, Concept, Creature	"Amina; Mrs. Ramirez; Diego, Mei, and Jamal"	It fits because _____
K ♦ Key Knowledge	"Being a good citizen means telling the truth, even when it feels hard"	It fits because _____
S ▼ Scenery / Setting	"On the table near the window"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because _____. Then ask which detail could support a reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Good Citizen

Cluster 6 Realistic Fiction • Realistic Fiction • Part 1 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 2

Cluster 6 Realistic Fiction • Realistic Fiction • Part 2 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 3

Cluster 6 Realistic Fiction • Realistic Fiction • Part 3 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 4

Cluster 6 Realistic Fiction • Realistic Fiction • Part 4 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 5

Cluster 6 Realistic Fiction • Realistic Fiction • Part 5 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 6

Cluster 6 Realistic Fiction • Realistic Fiction • Part 6 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 7

Cluster 6 Realistic Fiction • Realistic Fiction • Part 7 of 7

AS YOU READ

Use the DOT habit for new words. TAP the TRACKS by marking exact evidence. Notice which details could prove a reason.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	“Every Saturday morning”	It fits because _____
R ■ Reactions	“Rusty wagged his tail wildly”	It fits because _____
A ▲ Actions	“She had never filled Rusty's food bowl”	It fits because _____
C ★ Character, Concept, Creature	“Maya; Rusty”	It fits because _____
K ♦ Key Knowledge	“Being a good citizen meant doing your job carefully”	It fits because _____
S ▼ Scenery / Setting	“The small dog shelter at the edge of town”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because _____. Then ask which detail could support a reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Building With Ideas

Today we build something - not with wood or blocks, but with ideas.

EXAMPLE THINKING

"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."

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!"

CREATURES IS OUR CHECKLIST

Every letter has a job. If one important piece is missing, our argument may not be as strong as it could be.

STUDENT SUPPORT - Another Way to Show What You Know

If it is hard to picture "building" an argument, picture stacking blocks - each CREATURES letter is one block that has to be in the right place.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: The CREATURES

Argumentative Writing Structure

Every letter asks a question. Answering it builds one part of the paper.

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.	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?

Day 2 - ATTEMPT: Build-A-CREATURE Argument Challenge

The main game for the module - how to play.

PURPOSE

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.

MATERIALS PER GROUP

A shuffled CREATURES Card Deck with Prompt, Claim, Reason, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance cards.

EXAMPLE THINKING

"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."

BEFORE YOU CUT

Dashed lines mean CUT. Use the card backs to check your matches. If a piece does not belong, do not force it.

STUDENT SUPPORT - Another Way to Show What You Know

No scissors needed: use the card ID printed on each card (for example P1 or E7) on the recording sheet instead of cutting. You still match, justify, and read the set aloud the same way.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build-A-CREATURE Argument Challenge

- Step-by-Step Directions

Follow the steps in order. Justify every match.

STEPS

1. Draw a Prompt Card.
2. Choose the correct Claim (C) that best answers the prompt.
3. Match Reasons (R) that logically support the claim.
4. Match Evidence (E) to the appropriate reason.
5. Build the Argument in logical order (A). Ask: Why did you put this reason first? How does your next reason build on it?
6. Match the Thinking (T) that explains how the evidence supports the reason.
7. Understand the Other Side (U) - choose a reasonable counterargument.
8. Rebut the Other Side (R) - select the response that brings the argument back to the claim.
9. Select an Ending (E) that reinforces the original claim.
10. Match the Significance (S) that explains why the idea matters beyond the character or student.
11. Assemble the complete CREATURES argument in order: C -> R -> E -> A -> T -> U -> R -> E -> S.
12. Record the complete argumentative response in your notebook.
13. Justify Your CREATURE - explain why each card was chosen and how it connects to the next.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Argument (Logical Order) Tips reference page while you decide the order of your reasons.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Argument (Logical Order) Tips

Use these tips to decide how to order your reasons, evidence, and thinking.

#	Tip
1	Begin with the reason that most directly supports the claim.
2	Place related ideas beside one another.
3	Move from the problem to the response.
4	Move from an action to its effect.
5	Move from a mistake to how it was corrected.
6	Place evidence immediately after the reason it proves.
7	Place thinking after evidence so the reader understands the connection.
8	Use transitions to connect one reason to the next.
9	Save a particularly strong reason for a position of emphasis.
10	Do not place unrelated ideas beside one another.
11	Make sure each paragraph contributes to proving the claim.
12	Read the argument from beginning to end and ask, “Does this thinking make sense in this order?”

Build-A-CREATURE Argument Challenge

- The Game Mat

Place one card in each space, then read the whole argument aloud.

PROMPT

CLAIM

REASONS

EVIDENCE

ARGUMENT / LOGICAL ORDER

THINKING

UNDERSTANDING OTHERS

REBUTTAL

CUT PAGE - Prompt Cards 1

Use the cards to build your argument, then turn them over to check.

PROMPT CARD P1

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

PROMPT CARD P2

Explain whether or not Amina acted responsibly when the jar broke.

PROMPT CARD P3

Explain if telling the truth was the best choice Amina could make.

PROMPT CARD P4

Explain whether or not Amina showed good citizenship in the classroom.

Mirrored Backs - Prompt Cards 1

Turn the cards over when you are ready to check.

PROMPT
BUILD-A-CREATURE · Card P2

PROMPT
BUILD-A-CREATURE · Card P1

PROMPT
BUILD-A-CREATURE · Card P4

PROMPT
BUILD-A-CREATURE · Card P3

CUT PAGE - Prompt Cards 2

Use the cards to build your argument, then turn them over to check.

PROMPT CARD P5

Explain if honesty is more important than avoiding trouble in Amina's situation.

PROMPT CARD P6

Explain whether or not Amina's decision helped solve the problem.

PROMPT CARD P7

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

PROMPT CARD P8

Explain whether or not Maya showed responsibility at the end of the story.

Mirrored Backs - Prompt Cards 2

Turn the cards over when you are ready to check.

PROMPT
BUILD-A-CREATURE · Card P6

PROMPT
BUILD-A-CREATURE · Card P5

PROMPT
BUILD-A-CREATURE · Card P8

PROMPT
BUILD-A-CREATURE · Card P7

CUT PAGE - Prompt Cards 3

Use the cards to build your argument, then turn them over to check.

PROMPT CARD P9

Explain if Maya acted like a good citizen when she returned to the shelter.

PROMPT CARD P10

Explain whether or not fixing mistakes is more important than avoiding them.

PROMPT CARD P11

Explain if Maya's actions showed that people can learn from mistakes.

PROMPT CARD P12

Explain whether or not responsibility matters when others depend on you.

Mirrored Backs - Prompt Cards 3

Turn the cards over when you are ready to check.

PROMPT
BUILD-A-CREATURE · Card P10

PROMPT
BUILD-A-CREATURE · Card P9

PROMPT
BUILD-A-CREATURE · Card P12

PROMPT
BUILD-A-CREATURE · Card P11

CUT PAGE - Claim Cards 1

Use the cards to build your argument, then turn them over to check.

CLAIM CARD C1

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

CLAIM CARD C2

Amina acted responsibly because she admitted her mistake, accepted consequences, and helped fix the situation.

CLAIM CARD C3

Telling the truth was the best choice because it builds trust, strengthens character, and leads to solutions.

CLAIM CARD C4

Amina showed good citizenship because she was honest, took responsibility, and contributed to fixing the problem.

Mirrored Backs - Claim Cards 1

Turn the cards over when you are ready to check.

CLAIM
BUILD-A-CREATURE · Card C2

CLAIM
BUILD-A-CREATURE · Card C1

CLAIM
BUILD-A-CREATURE · Card C4

CLAIM
BUILD-A-CREATURE · Card C3

CUT PAGE - Claim Cards 2

Use the cards to build your argument, then turn them over to check.

CLAIM CARD C5

Honesty is more important than avoiding trouble because trust matters, responsibility is essential, and problems must be solved.

CLAIM CARD C6

Amina's decision helped solve the problem because her honesty allowed others to respond, clean up, and move forward.

CLAIM CARD C7

Maya should have returned to the shelter because responsibility matters, others depended on her, and mistakes should be corrected.

CLAIM CARD C8

Maya showed responsibility because she recognized her mistake, returned to fix it, and took care of Rusty.

Mirrored Backs - Claim Cards 2

Turn the cards over when you are ready to check.

CLAIM
BUILD-A-CREATURE · Card C6

CLAIM
BUILD-A-CREATURE · Card C5

CLAIM
BUILD-A-CREATURE · Card C8

CLAIM
BUILD-A-CREATURE · Card C7

CUT PAGE - Claim Cards 3

Use the cards to build your argument, then turn them over to check.

CLAIM CARD C9

Maya acted like a good citizen because she corrected her mistake, cared for others, and followed through on her responsibility.

CLAIM CARD C10

Fixing mistakes is more important than avoiding them because growth happens through action, responsibility builds character, and others are affected.

CLAIM CARD C11

Maya's actions showed that people can learn from mistakes because she reflected, returned, and changed her behavior.

CLAIM CARD C12

Responsibility matters when others depend on you because your actions affect others, trust is involved, and care must be consistent.

Mirrored Backs - Claim Cards 3

Turn the cards over when you are ready to check.

CLAIM
BUILD-A-CREATURE · Card C10

CLAIM
BUILD-A-CREATURE · Card C9

CLAIM
BUILD-A-CREATURE · Card C12

CLAIM
BUILD-A-CREATURE · Card C11

CUT PAGE - Reason Cards 1

Use the cards to build your argument, then turn them over to check.

REASONS CARD RS1
Honesty builds trust.

REASONS CARD RS2
Responsibility requires owning mistakes.

REASONS CARD RS3
Telling the truth helps solve problems.

REASONS CARD RS4
Responsible people correct mistakes.

Mirrored Backs - Reason Cards 1

Turn the cards over when you are ready to check.

REASONS
BUILD-A-CREATURE · Card RS2

REASONS
BUILD-A-CREATURE · Card RS1

REASONS
BUILD-A-CREATURE · Card RS4

REASONS
BUILD-A-CREATURE · Card RS3

CUT PAGE - Reason Cards 2

Use the cards to build your argument, then turn them over to check.

REASONS CARD RS5
Other people depend on us.

REASONS CARD RS6
Actions affect others.

REASONS CARD RS7
Fixing mistakes shows growth.

REASONS CARD RS8
Responsibility builds character.

Mirrored Backs - Reason Cards 2

Turn the cards over when you are ready to check.

REASONS
BUILD-A-CREATURE · Card RS6

REASONS
BUILD-A-CREATURE · Card RS5

REASONS
BUILD-A-CREATURE · Card RS8

REASONS
BUILD-A-CREATURE · Card RS7

CUT PAGE - Reason Cards 3

Use the cards to build your argument, then turn them over to check.

REASONS CARD RS9
Good citizens follow through.

REASONS CARD RS10
Honesty protects relationships.

REASONS CARD RS11
**Admitting mistakes allows problems
to be solved.**

REASONS CARD RS12
**Learning from mistakes requires
changed behavior.**

Mirrored Backs - Reason Cards 3

Turn the cards over when you are ready to check.

REASONS
BUILD-A-CREATURE · Card RS10

REASONS
BUILD-A-CREATURE · Card RS9

REASONS
BUILD-A-CREATURE · Card RS12

REASONS
BUILD-A-CREATURE · Card RS11

CUT PAGE - Evidence Cards 1

Use the cards to build your argument, then turn them over to check.

EVIDENCE CARD E1

From "Crash"

"I'm sorry, Mrs. Ramirez... I bumped the table and knocked it over."

EVIDENCE CARD E2

From "Crash"

"Thank you for telling the truth, Amina."

EVIDENCE CARD E3

From "Crash"

"Accidents happen, but being honest shows responsibility."

EVIDENCE CARD E4

From "Crash"

"Does anyone know what happened?"

Mirrored Backs - Evidence Cards 1

Turn the cards over when you are ready to check.

EVIDENCE
BUILD-A-CREATURE · Card E2

EVIDENCE
BUILD-A-CREATURE · Card E1

EVIDENCE
BUILD-A-CREATURE · Card E4

EVIDENCE
BUILD-A-CREATURE · Card E3

CUT PAGE - Evidence Cards 2

Use the cards to build your argument, then turn them over to check.

EVIDENCE CARD E5

From "Crash"

"Soon the floor was clean."

EVIDENCE CARD E6

From "Crash"

"Amina felt proud."

EVIDENCE CARD E7

From "The Good Citizen"

**"In her hurry, she had never filled
Rusty's food bowl."**

EVIDENCE CARD E8

From "The Good Citizen"

**"Maya jumped on her bike and
pedaled as fast as she could."**

Mirrored Backs - Evidence Cards 2

Turn the cards over when you are ready to check.

EVIDENCE
BUILD-A-CREATURE · Card E6

EVIDENCE
BUILD-A-CREATURE · Card E5

EVIDENCE
BUILD-A-CREATURE · Card E8

EVIDENCE
BUILD-A-CREATURE · Card E7

CUT PAGE - Evidence Cards 3

Use the cards to build your argument, then turn them over to check.

EVIDENCE CARD E9

From "The Good Citizen"

**"Rusty wagged his tail the moment he
saw her."**

EVIDENCE CARD E10

From "The Good Citizen"

"She quickly filled his bowl."

EVIDENCE CARD E11

From "The Good Citizen"

**"Rusty had been waiting for her,
trusting her to take care of him."**

EVIDENCE CARD E12

From "The Good Citizen"

**"Being a good citizen meant doing
your job carefully."**

Mirrored Backs - Evidence Cards 3

Turn the cards over when you are ready to check.

EVIDENCE
BUILD-A-CREATURE · Card E10

EVIDENCE
BUILD-A-CREATURE · Card E9

EVIDENCE
BUILD-A-CREATURE · Card E12

EVIDENCE
BUILD-A-CREATURE · Card E11

CUT PAGE - Thinking Cards 1

Use the cards to build your argument, then turn them over to check.

THINKING CARD T1

This shows that Amina took responsibility for her actions by admitting what happened.

THINKING CARD T2

This demonstrates that honesty helped build trust between Amina and her teacher.

THINKING CARD T3

This shows that telling the truth allowed the problem to be solved.

THINKING CARD T4

This explains why Amina's honesty helped others respond and fix the situation.

Mirrored Backs - Thinking Cards 1

Turn the cards over when you are ready to check.

THINKING
BUILD-A-CREATURE · Card T2

THINKING
BUILD-A-CREATURE · Card T1

THINKING
BUILD-A-CREATURE · Card T4

THINKING
BUILD-A-CREATURE · Card T3

CUT PAGE - Thinking Cards 2

Use the cards to build your argument, then turn them over to check.

THINKING CARD T5

This demonstrates that being honest requires courage when telling the truth may have consequences.

THINKING CARD T6

This shows that taking responsibility can lead to positive outcomes.

THINKING CARD T7

This demonstrates that Maya recognized her mistake and took action to correct it.

THINKING CARD T8

This shows that responsibility sometimes means returning to fix what was missed.

Mirrored Backs - Thinking Cards 2

Turn the cards over when you are ready to check.

THINKING
BUILD-A-CREATURE · Card T6

THINKING
BUILD-A-CREATURE · Card T5

THINKING
BUILD-A-CREATURE · Card T8

THINKING
BUILD-A-CREATURE · Card T7

CUT PAGE - Thinking Cards 3

Use the cards to build your argument, then turn them over to check.

THINKING CARD T9

This proves that other people or creatures may depend on someone to follow through.

THINKING CARD T10

This demonstrates that Maya cared about Rusty's well-being because she acted once she realized her mistake.

THINKING CARD T11

This shows that learning from mistakes requires more than feeling sorry; it requires action and change.

THINKING CARD T12

This demonstrates that responsible actions can help others feel safe and cared for.

Mirrored Backs - Thinking Cards 3

Turn the cards over when you are ready to check.

THINKING
BUILD-A-CREATURE · Card T10

THINKING
BUILD-A-CREATURE · Card T9

THINKING
BUILD-A-CREATURE · Card T12

THINKING
BUILD-A-CREATURE · Card T11

CUT PAGE - Understanding Others Cards 1

Use the cards to build your argument, then turn them over to check.

UNDERSTANDING OTHERS CARD U1

Some people might argue that Amina should have stayed quiet because she could have gotten in trouble.

UNDERSTANDING OTHERS CARD U2

Another person might believe the broken jar was only an accident, so Amina did not need to admit what happened.

UNDERSTANDING OTHERS CARD U3

Someone might argue that avoiding punishment was more important than telling the truth.

UNDERSTANDING OTHERS CARD U4

Another viewpoint could be that Amina was not being irresponsible because she did not mean to break the jar.

Mirrored Backs - Understanding Others Cards 1

Turn the cards over when you are ready to check.

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U2

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U1

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U4

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U3

CUT PAGE - Understanding Others Cards 2

Use the cards to build your argument, then turn them over to check.

UNDERSTANDING OTHERS CARD U5

Some might argue that Maya did not need to return because forgetting to feed Rusty was only one mistake.

UNDERSTANDING OTHERS CARD U6

Another person might say someone else at the shelter could have taken care of Rusty.

UNDERSTANDING OTHERS CARD U7

Someone could argue that Maya had already left and did not need to go back.

UNDERSTANDING OTHERS CARD U8

Another viewpoint might be that making a mistake does not automatically make someone irresponsible.

Mirrored Backs - Understanding Others Cards 2

Turn the cards over when you are ready to check.

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U6

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U5

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U8

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U7

CUT PAGE - Understanding Others Cards 3

Use the cards to build your argument, then turn them over to check.

UNDERSTANDING OTHERS CARD U9
Some people might believe intentions
are more important than actions.

**UNDERSTANDING OTHERS CARD
U10**
Someone could argue that one
responsible choice does not prove
someone is a good citizen.

**UNDERSTANDING OTHERS CARD
U11**
Another person might believe people
should not be judged by a single
mistake.

**UNDERSTANDING OTHERS CARD
U12**
Some might argue that responsibility
only matters when consequences are
serious.

Mirrored Backs - Understanding Others Cards 3

Turn the cards over when you are ready to check.

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U10

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U9

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U12

UNDERSTANDING OTHERS
BUILD-A-CREATURE · Card U11

CUT PAGE - Rebuttal Cards 1

Use the cards to build your argument, then turn them over to check.

REBUTTAL CARD RB1

However, avoiding trouble would not have solved the problem or repaired the trust that could have been lost.

REBUTTAL CARD RB2

Even though breaking the jar was an accident, being responsible meant admitting what happened.

REBUTTAL CARD RB3

Although Amina could have avoided immediate trouble, dishonesty could have created a larger problem later.

REBUTTAL CARD RB4

While Amina did not mean to break the jar, responsibility is shown by what a person does after a mistake.

Mirrored Backs - Rebuttal Cards 1

Turn the cards over when you are ready to check.

REBUTTAL
BUILD-A-CREATURE · Card RB2

REBUTTAL
BUILD-A-CREATURE · Card RB1

REBUTTAL
BUILD-A-CREATURE · Card RB4

REBUTTAL
BUILD-A-CREATURE · Card RB3

CUT PAGE - Rebuttal Cards 2

Use the cards to build your argument, then turn them over to check.

REBUTTAL CARD RB5

Although Maya made only one mistake, Rusty depended on her, which made correcting the mistake important.

REBUTTAL CARD RB6

Even if someone else could eventually help Rusty, Maya had accepted the responsibility herself.

REBUTTAL CARD RB7

Although Maya had already left, returning showed that she understood the importance of correcting her mistake.

REBUTTAL CARD RB8

While one mistake does not automatically make someone irresponsible, choosing to correct it demonstrates responsibility.

Mirrored Backs - Rebuttal Cards 2

Turn the cards over when you are ready to check.

REBUTTAL
BUILD-A-CREATURE · Card RB6

REBUTTAL
BUILD-A-CREATURE · Card RB5

REBUTTAL
BUILD-A-CREATURE · Card RB8

REBUTTAL
BUILD-A-CREATURE · Card RB7

CUT PAGE - Rebuttal Cards 3

Use the cards to build your argument, then turn them over to check.

REBUTTAL CARD RB9

Intentions matter, but responsible people must also consider the effects of their actions.

REBUTTAL CARD RB10

One choice may not prove everything about a person, but Maya's decision showed important qualities of good citizenship.

REBUTTAL CARD RB11

People should not be defined by one mistake, which is exactly why the way they respond to the mistake matters.

REBUTTAL CARD RB12

Responsibility matters even when consequences seem small because habits of responsibility affect how much others can trust us.

Mirrored Backs - Rebuttal Cards 3

Turn the cards over when you are ready to check.

REBUTTAL
BUILD-A-CREATURE · Card RB10

REBUTTAL
BUILD-A-CREATURE · Card RB9

REBUTTAL
BUILD-A-CREATURE · Card RB12

REBUTTAL
BUILD-A-CREATURE · Card RB11

CUT PAGE - Ending Cards 1

Use the cards to build your argument, then turn them over to check.

ENDING CARD EN1

For these reasons, Amina made the right choice by telling the truth and taking responsibility for what happened.

ENDING CARD EN2

Amina's actions show that honesty is an important part of taking responsibility.

ENDING CARD EN3

The evidence demonstrates that telling the truth was the strongest choice Amina could make.

ENDING CARD EN4

Amina's decision ultimately helped repair the problem rather than make it worse.

Mirrored Backs - Ending Cards 1

Turn the cards over when you are ready to check.

ENDING
BUILD-A-CREATURE · Card EN2

ENDING
BUILD-A-CREATURE · Card EN1

ENDING
BUILD-A-CREATURE · Card EN4

ENDING
BUILD-A-CREATURE · Card EN3

CUT PAGE - Ending Cards 2

Use the cards to build your argument, then turn them over to check.

ENDING CARD EN5

Maya made the responsible choice when she returned to the shelter to care for Rusty.

ENDING CARD EN6

Maya's actions demonstrate that correcting a mistake can be just as important as avoiding one.

ENDING CARD EN7

Returning to the shelter showed that Maya understood what responsibility required.

ENDING CARD EN8

The evidence supports the idea that Maya grew because she acted differently after recognizing her mistake.

Mirrored Backs - Ending Cards 2

Turn the cards over when you are ready to check.

ENDING
BUILD-A-CREATURE · Card EN6

ENDING
BUILD-A-CREATURE · Card EN5

ENDING
BUILD-A-CREATURE · Card EN8

ENDING
BUILD-A-CREATURE · Card EN7

CUT PAGE - Ending Cards 3

Use the cards to build your argument, then turn them over to check.

ENDING CARD EN9

Both characters demonstrate that responsibility requires action.

ENDING CARD EN10

These examples show that people reveal their character through the choices they make after mistakes.

ENDING CARD EN11

Being trustworthy requires people to follow through on responsibilities even when doing so is inconvenient.

ENDING CARD EN12

A strong community depends on people who are willing to admit mistakes, correct them, and care about how their actions affect others.

Mirrored Backs - Ending Cards 3

Turn the cards over when you are ready to check.

ENDING
BUILD-A-CREATURE · Card EN10

ENDING
BUILD-A-CREATURE · Card EN9

ENDING
BUILD-A-CREATURE · Card EN12

ENDING
BUILD-A-CREATURE · Card EN11

CUT PAGE - Significance Cards 1

Use the cards to build your argument, then turn them over to check.

SIGNIFICANCE CARD S1

Ultimately, honesty builds trust and strengthens relationships.

SIGNIFICANCE CARD S2

In the big picture, taking responsibility helps people solve problems and improve situations.

SIGNIFICANCE CARD S3

Families, classrooms, and communities become stronger when people choose to do the right thing even when it is difficult.

SIGNIFICANCE CARD S4

Good citizenship matters because communities depend on people caring about how their actions affect others.

Mirrored Backs - Significance Cards 1

Turn the cards over when you are ready to check.

SIGNIFICANCE
BUILD-A-CREATURE · Card S2

SIGNIFICANCE
BUILD-A-CREATURE · Card S1

SIGNIFICANCE
BUILD-A-CREATURE · Card S4

SIGNIFICANCE
BUILD-A-CREATURE · Card S3

CUT PAGE - Significance Cards 2

Use the cards to build your argument, then turn them over to check.

SIGNIFICANCE CARD S5

Truth can lead to solutions, while avoiding responsibility often allows problems to grow.

SIGNIFICANCE CARD S6

Taking responsibility for mistakes helps people develop character that others can trust.

SIGNIFICANCE CARD S7

Responsibility matters because other people—and sometimes animals—depend on us to follow through on what we promise.

SIGNIFICANCE CARD S8

Communities become more dependable when people learn from mistakes instead of hiding them.

Mirrored Backs - Significance Cards 2

Turn the cards over when you are ready to check.

SIGNIFICANCE
BUILD-A-CREATURE · Card S6

SIGNIFICANCE
BUILD-A-CREATURE · Card S5

SIGNIFICANCE
BUILD-A-CREATURE · Card S8

SIGNIFICANCE
BUILD-A-CREATURE · Card S7

CUT PAGE - Significance Cards 3

Use the cards to build your argument, then turn them over to check.

SIGNIFICANCE CARD S9

Caring for others requires consistency, responsibility, and follow-through.

SIGNIFICANCE CARD S10

Mistakes can become opportunities for growth when people choose to correct them.

SIGNIFICANCE CARD S11

Responsible actions help create trust within classrooms, families, friendships, and communities.

SIGNIFICANCE CARD S12

In the larger world, good citizenship means understanding that our choices can affect people beyond ourselves.

Mirrored Backs - Significance Cards 3

Turn the cards over when you are ready to check.

SIGNIFICANCE
BUILD-A-CREATURE · Card S10

SIGNIFICANCE
BUILD-A-CREATURE · Card S9

SIGNIFICANCE
BUILD-A-CREATURE · Card S12

SIGNIFICANCE
BUILD-A-CREATURE · Card S11

Build-A-CREATURE Argument Challenge

- My Recording Sheet

Record your strongest matched set, then explain why the pieces belong together.

MY STRONGEST SET (card IDs or written text)

Prompt	
Claim	
Reasons	
Evidence	
Argument / order	
Thinking	
Understanding Others	
Rebuttal	
Ending	
Significance	

WHY DO THESE PIECES BELONG TOGETHER?

STUDENT SUPPORT - Another Way to Show What You Know

Say the whole set aloud before recording. The counterargument must be reasonable, and the rebuttal must return to your side with text-based reasoning.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Let's examine how the CREATURES argument was built - not whether we used nine letters, but whether the thinking works together.

DISCUSSION QUESTIONS

What happens if you have evidence but do not explain your thinking?

Why does the A for Argument matter?

What does U - Understanding Others ask us to do?

What is the difference between U and the second R (Rebuttal)?

How is an ending different from significance?

WHAT WE NOTICED

Evidence is proof. Thinking explains why the proof matters. Argument means arranging ideas so the reader can follow your reasoning. U says "I understand what someone else might think." Rebuttal says "Here is why I still believe my claim is stronger." An ending finishes the argument; significance tells why it matters beyond the writer.

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Evidence is ____, but Thinking tells what the evidence means. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Build Your Full CREATURES Argument

Return to your claim and reasons from Module 2, then complete the full path.

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?

MY CREATURES PLAN

Claim:

Reasons in logical order:

Evidence for each reason:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and gather details before you write. You choose the claim and the evidence that fits it best.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build Your Full CREATURES Argument - Thinking, Viewpoint, Ending, and Significance

Complete the rest of the CREATURES path in a logical order.

THINKING

Tell how your evidence supports the reason.

UNDERSTANDING OTHERS (COUNTERARGUMENT)

State one reasonable opposing viewpoint.

REBUTTAL

Return to your side with text-based reasoning. Use: Some people might argue ____.
However, ____.

ENDING + SIGNIFICANCE

Reinforce the claim without copying it, then show why the decision matters beyond you.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse your rebuttal aloud before writing.
A rebuttal returns to your side respectfully - it does not dismiss the other view.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Build Your Full CREATURES Argument - Full Draft

Write your complete CREATURES argument on the lines below.

SUCCESS CHECK

- ☐ Claim answers the prompt ☐ Evidence proves the reason ☐ Thinking explains, not repeats ☐ Rebuttal returns to my side ☐ Significance shows the big picture

[illegible]

Day 4 - AWARD Yourself

You did not simply write sentences. You constructed an argument.

EXAMPLE THINKING

"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

MY AWARD

The paper piece I am most proud of is

This piece works because

STUDENT SUPPORT - Another Way to Show What You Know

Place a star by the sentence that best shows a lesson learned or the big picture.
Rehearse: I award this piece because it ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

A useful target names the precise CREATURES part you will strengthen.

REFLECTION QUESTIONS

- ☐ Is my claim clear? ☐ Do all my reasons support my claim?
- ☐ Does my evidence match the reason beside it? ☐ Are my ideas arranged logically?
- ☐ Did I include a reasonable counterargument? ☐ Does my rebuttal respond directly to it?
- ☐ Does my ending reinforce my claim? ☐ Does my significance explain why the issue matters?

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?

BUILD A PRECISE TARGET

My next goal as an argumentative writer is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Use the reflection questions as a starting point. You still explain why the chosen target fits your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - EXPLAIN or Educate Others

Teach someone else how CREATURES works. Your explanation is proof of your understanding.

EXAMPLE THINKING

"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..."

EMBEDDED CHECK FOR UNDERSTANDING

Show each CREATURES letter 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.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Use the frames, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain why a strong argument should prove a side AND show why it matters beyond you.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

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

MODULE 3 CLOSING IDEA

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.

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Informal, low-stakes ways to show what you understand.

VERBAL - FIST TO FIVE

Hold up 0-5 fingers to show how sure you are that your argument includes every CREATURES part.

VISUAL / PHYSICAL - SORT IT

Sort sentence strips into two piles: "Claim" and "Not a Claim." Then sort a second set into "Evidence" and "Thinking."

WRITTEN - ONE-SENTENCE SUMMARY

Write your claim and your significance in one sentence each.

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say the CREATURES jobs aloud, show a matched card set, or hand in your full CREATURES draft.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof from the CREATURES argument.

AWARD

Choose Claim Captain, Reason Master, Evidence Expert, Argument Architect, Thinking Leader, Perspective Pro, Rebuttal Responder, Ending Expert, Significance Scholar, or CREATURES Creator. Name the part you are proudest of and point to its proof.

TARGET

Choose one precise next step from the lesson: strengthen the claim, align evidence to a reason, explain instead of repeat, answer the other side, reinforce the ending, or show why the issue matters beyond you. You may also ask a curiosity question.

EXPLAIN

Teach a partner what CREATURES means and what each part does. Use your full draft to show how claim, reasons, evidence, thinking, another viewpoint, rebuttal, ending, and significance work together.

I Can...	Not Yet	With Support	Independently
State a clear claim that answers the prompt	☐	☐	☐
Organize reasons in logical order	☐	☐	☐
Select relevant evidence that supports a reason	☐	☐	☐
Write thinking that explains instead of repeats	☐	☐	☐
Recognize and rebut another viewpoint	☐	☐	☐
Write an ending that reinforces the claim	☐	☐	☐
Write significance that shows why the decision matters	☐	☐	☐

Day 5 - Writing Opportunity - Build the Reasons

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.

MODEL

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

STUDENT SUPPORT - Another Way to Show What You Know

Read the model aloud. Notice how each reason is different from the others.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan and Draft My Reasons and Evidence

Organize every part before you draft.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Use the CREATURES framework page and the passage. You choose the claim, the reasons, and the evidence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Reasons and Evidence - Drafting Space

Write your claim and your three strong reasons, each with one piece of evidence from the passage.

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

[illegible]

Revise, Edit, and Share

Revise for clarity, check your conventions, then share your work.

REVISE

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

What I changed:

EDIT

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

My edited sentence:

SHARE

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

STUDENT SUPPORT - Another Way to Show What You Know

Read only your claim and your significance to a partner. The feedback must name a specific CREATURES part.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Strongest Argument Wins

Move beyond matching pieces and compare two complete arguments.

ADVANCED PROMPT

Explain whether or not Maya showed more responsibility than Amina.

DIRECTIONS

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.

COMPARE AND DEFEND

Compare Amina's response and Maya's response. Which showed more responsibility, and why?

THEME EXTENSION

How does understanding responsibility help people beyond these two stories?

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

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.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 3, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I put every part of my argument into one full paper?

My Answer

I use CREATURES: I state my claim, give my reasons and evidence in order, explain my thinking, share the other side and answer it with a rebuttal, end my paper, and show why my idea matters.

STUDENT SUPPORT - Another Way to Show What You Know

Start with CREATURES: My claim is ____, my best reason is ____, and it matters because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER 6



M O D U L E

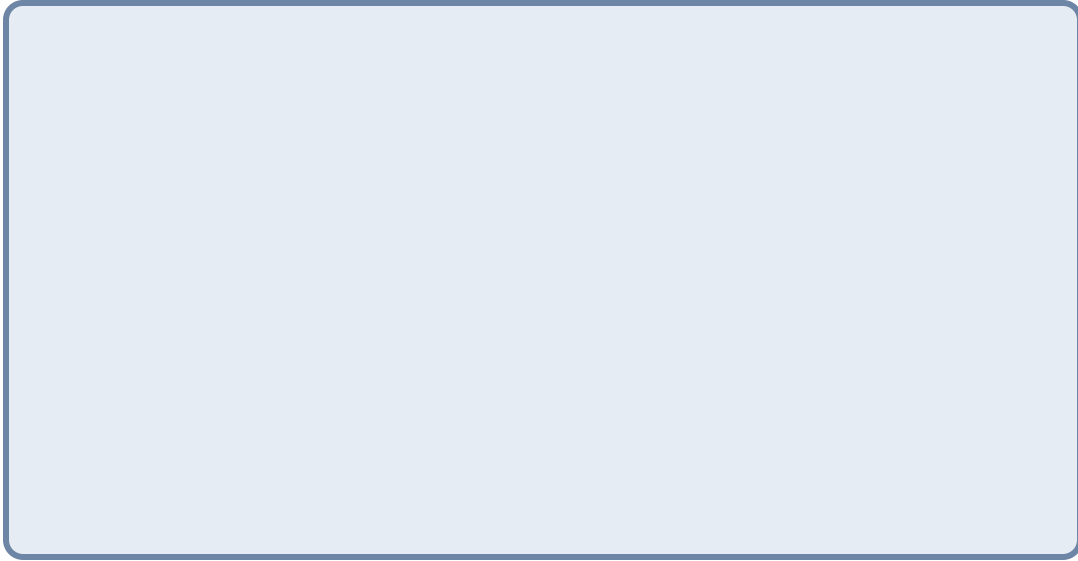


Writing a Persuasive Letter

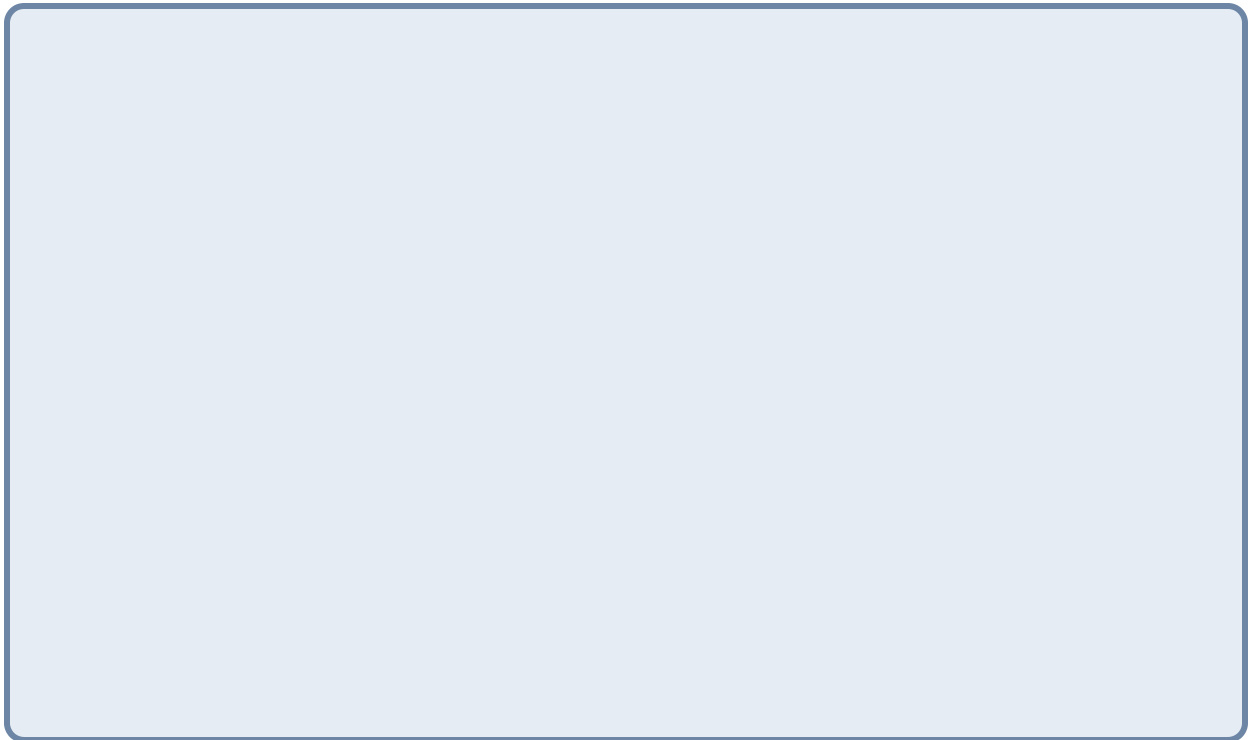
Delivering an Argument to a Reader



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

I learn to deliver an argument to a specific audience by writing a persuasive letter.

WHY THIS MODULE MATTERS

I 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.

Essential Question

How do I turn my argument into a letter for a real reader?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning

Read the official TEKS and how a student can say the same standard.

TEKS 12D(i) - Official Standard

compose correspondence

HOW I SAY THE STANDARD!

I can write my argument as a letter to a real reader.

TEKS 12C(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can keep the parts of a full argument inside my letter.

TEKS 12C(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can choose words and sentences that fit my reader.

The Standards I Am Learning - Part 2

Read the official TEKS and how a student can say the same standard.

TEKS 11B(i) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

HOW I SAY THE STANDARD!

I can organize my letter with a clear SET introduction.

TEKS 11B(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

HOW I SAY THE STANDARD!

I can organize my letter with a strong RRR conclusion.

TEKS 11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop my TREES body with relevant details my reader will care about.

TEKS 7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS breakout and how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification

HOW I SAY THE STANDARD!

I can listen carefully and show I understood by retelling or asking a question.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use a HABIT before reading to help me understand.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use vocabulary from this topic in my writing.

My Module 4 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- deliver a full argument as a persuasive letter for a specific reader.
- write a Greeting, a SET introduction, a TREES body, and an RRR conclusion.
- choose a closing that fits my audience.
- select passage evidence that will be convincing to my reader.

I WILL

- read closely, listen actively, and discuss my reasoning.
- identify my recipient before I choose my greeting and words.
- use text evidence, write independently, and explain my thinking to others.
- revise my letter so it sounds clear, respectful, and complete.

LEARNING DESTINATION

I will write a complete argumentative letter to a specific audience, keeping a clear claim, reasons, evidence, and explanation - now shaped as a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing.

MY LAUNCHPAD PROMISE

The letter part I will practice first is _____ because

My Module 4 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Identify my audience and purpose	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a Greeting that fits my reader	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a SET introduction	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a TREES body with evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write an RRR conclusion and Closing	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

letter

Say it: LET-ur

What it means: A written message sent to someone

Try the frame: I can write a letter to ____ about ____.

choose

Say it: CHOOZ

What it means: To pick one thing from two or more choices

Try the frame: Amina can choose to ____ in 'Crash.'

decide

Say it: dih-SYD

What it means: To make a choice after thinking

Try the frame: Maya must decide to ____ in 'The Good Citizen.'

tell

Say it: TEL

What it means: To give someone information using words

Try the frame: In my letter, I will tell ____ that ____.

explain

Say it: ek-SPLAYN

What it means: To make something clear by giving details

Try the frame: I can explain why ____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

idea

Say it: eye-DEE-uh

What it means: A thought, plan, or opinion

Try the frame: My idea for the letter is ____.

read

Say it: REED

What it means: To look at words and understand their meaning

Try the frame: I will read the letter to learn ____.

write

Say it: RYT

What it means: To put words on paper or a screen

Try the frame: I will write to ____ about ____.

share

Say it: SHAIR

What it means: To give information or an idea to others

Try the frame: I can share my idea about ____.

ask

Say it: ASK

What it means: To say or write a question

Try the frame: In my letter, I can ask ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

claim

Say it: KLAYM

What it means: An opinion that someone says is true

Try the frame: My claim is that ____.

audience

Say it: AW-dee-ens

What it means: The people who read, hear, or watch a message

Try the frame: My audience for this letter is ____.

correspondence

Say it: kor-uh-SPON-dens

What it means: Letters or messages sent between people

Try the frame: The correspondence between ____ and ____ shows ____.

argument

Say it: AR-gyuh-ment

What it means: Reasons and evidence used to support an opinion

Try the frame: My argument is ____ because ____.

reasoning

Say it: REE-zuh-ning

What it means: The thinking that connects reasons to a claim

Try the frame: My reasoning is that ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

structure

Say it: STRUK-chur

What it means: The way a text is organized

Try the frame: The letter's structure helps the reader ____.

purpose

Say it: PUR-pus

What it means: The reason why something is written or done

Try the frame: The purpose of my letter is to ____.

evidence

Say it: EV-uh-dens

What it means: Facts or details that support an idea

Try the frame: A detail from 'Crash' that supports my claim is ____.

persuade

Say it: pur-SWAYD

What it means: To try to convince someone to think or do something

Try the frame: I want to persuade my audience to ____.

point

Say it: POYNT

What it means: An important idea in a message or argument

Try the frame: My main point is ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

honesty

Say it: ON-uh-stee

What it means: Telling the truth and being truthful

Try the frame: Amina shows honesty when she ____ in 'Crash.'

responsibility

Say it: ree-spon-suh-BIL-uh-tee

What it means: A duty or job that someone should take care of

Try the frame: Maya shows responsibility by ____ in 'The Good Citizen.'

citizen

Say it: SIT-uh-zun

What it means: A person who belongs to a community or country

Try the frame: A good citizen can ____.

shelter

Say it: SHEL-ter

What it means: A safe place that protects people or animals

Try the frame: The shelter in 'Crash' helps ____.

depend

Say it: dih-PEND

What it means: To need or rely on someone or something

Try the frame: In 'Crash,' ____ can depend on ____ to ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the complete frame.

trust

Say it: TRUST

What it means: A strong belief that someone is honest and dependable

Try the frame: Amina earns trust when she ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: A group of people who live or work together

Try the frame: Maya helps her community by ____.

fairness

Say it: FAIR-niss

What it means: Treating people in an equal and right way

Try the frame: Fairness means ____ in 'The Good Citizen.'

neighbor

Say it: NAY-ber

What it means: A person who lives or works near you

Try the frame: A good neighbor can ____.

protect

Say it: pruh-TEKT

What it means: To keep someone or something safe from harm

Try the frame: Maya can protect her community by ____.

Letter Structure

Same argument, new format: write it as a letter to a real reader.

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,).

Quick Reference — Cluster 6

Students now: write full arguments • make decisions (WHY thinking) • support claims with evidence • and now... write to a specific audience.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part first. Then ask: What job does this part do for my reader?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Model on the Board

See how the parts of a letter work together for a real audience.

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.

Same argument, new format: write it as a letter to a real reader.

STUDENT SUPPORT - Another Way to Show What You Know

Read each part aloud in order. You still explain what job each part does for the reader.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can a writer deliver an argument to a specific audience through a persuasive letter?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: A writer can deliver an argument by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Crash

Fiction • Narrative • Part 1 of 3

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail would convince the reader of your letter.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - Continued 2

Fiction • Narrative • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail your specific reader would care about.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - Continued 3

Fiction • Narrative • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail your specific reader would care about.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

Crash - TRACKS Evidence Hunt

Study the exact words, then verbally explain which audience each detail could convince.

TRACKS	Exact Evidence	Which Reader It Could Convince
T • Time	"One afternoon"	Which reader it convinces _____
R ■ Reactions	"Amina's heart started to race"	Which reader it convinces _____
A ▲ Actions	"The glass jar fell to the floor and broke"	Which reader it convinces _____
C ★ Character, Concept, Creature	"honesty"	Which reader it convinces _____
K ♦ Key Knowledge	"being a good citizen means telling the truth, even when it feels hard"	Which reader it convinces _____
S ▼ Scenery / Setting	"the table near the window"	Which reader it convinces _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could convince _____. You still choose the reader it fits.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

The Good Citizen

Fiction • Narrative • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail would convince the reader of your letter.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 2

Fiction • Narrative • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail your specific reader would care about.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 3

Fiction • Narrative • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail your specific reader would care about.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - Continued 4

Fiction • Narrative • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail your specific reader would care about.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[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.

The Good Citizen - TRACKS Evidence Hunt

Study the exact words, then verbally explain which audience each detail could convince.

TRACKS	Exact Evidence	Which Reader It Could Convince
T • Time	“Every Saturday morning”	Which reader it convinces _____
R ■ Reactions	“Her stomach twisted with worry”	Which reader it convinces _____
A ▲ Actions	“she had never filled Rusty's food bowl”	Which reader it convinces _____
C ★ Character, Concept, Creature	“responsibility”	Which reader it convinces _____
K ♦ Key Knowledge	“others depended on her”	Which reader it convinces _____
S ▼ Scenery / Setting	“the small dog shelter at the edge of town”	Which reader it convinces _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could convince _____. You still choose the reader it fits.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 1 - GATHER: A New Direction

Raise your hand if you have ever had to convince someone of something.

GATHER

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. But today... you don't just declare it... you deliver it.

REVEAL - Parts of a Letter

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.

STUDENT SUPPORT - Another Way to Show What You Know

Say the Daily Deck Slide aloud with a partner before you write your own thinking about it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 1 - REVEAL: Study the Model

Same argument, new format: write it as a letter to a real reader.

PARTS OF A LETTER

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.

ESSENTIAL QUESTION

How can a writer shape an argument into a persuasive letter for a specific audience?

STUDENT SUPPORT - Another Way to Show What You Know

Read the model aloud, one part at a time. You still explain what job each part does for the reader.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Build-a-Letter Lab

Physically build a letter. Connect argument structure to correspondence.

PURPOSE

I will physically build a letter, connect argument structure to correspondence, and understand order and purpose.

MATERIALS PER GROUP

1 Prompt Card • Letter Part Cards (cut apart: Greeting, Statement of Purpose, Evidence Transition, Claim, Closing) • glue + notebook.

VERY IMPORTANT

All pieces **MUST** be stored in interactive notebook practice pockets after use.

STEP-BY-STEP DIRECTIONS

1. Draw a Prompt Card.
2. Sort the Letter Part Cards.
3. Build the letter: arrange cards in correct order, glue into your notebook, and label each part.
4. Add a body paragraph: write one full TREES paragraph.
5. Write a conclusion: include R1 (restated claim), R2 (reference evidence), R3 (reflection).

ANSWER KEY (Structure Order)

Greeting -> Statement of Purpose -> Evidence Transition -> Claim -> Body Paragraph -> Conclusion -> Closing

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Use the No-Cut Pathway and write the card text you would choose for each part.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

No-Cut Pathway - Build-a-Letter Lab

Prefer not to cut? Build the letter by writing card numbers.

WRITE, DO NOT CUT

You can play the whole game without scissors. On the recording sheet, write the number of the card you would choose for each part, then write the finished letter in order.

MY BUILD (by card number)

Prompt Card #: ____ Greeting #: ____

Statement of Purpose #: ____ Evidence Transition #: ____

Claim #: ____ Closing #: ____

STUDENT SUPPORT - Another Way to Show What You Know

Read your choices aloud in order. Ask: Does every part fit the same reader?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Before You Cut

Start with the card activity.

SET UP

Use each card to build your answer. Use the card backs to check your matches.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered No-Cut Pathway and record the same build without cutting.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

✂ CUT PAGE - Build-a-Letter Lab: Prompt Cards (1)

Use each card to build your answer.

CARD 1 — PROMPT CARD

Explain whether Amina should have told the truth about breaking the jar in a letter to Mrs. Ramirez.

CARD 2 — PROMPT CARD

Explain whether Maya should have returned to the shelter in a letter to Rusty's caretaker.

CARD 3 — PROMPT CARD

Explain if Amina should have stayed quiet or told the truth in a letter to a classmate.

CARD 4 — PROMPT CARD

Explain whether Maya should have rushed home or returned to the shelter in a letter to a friend.

Mirrored Backs - Build-a-Letter Lab: Prompt Cards (1)

Turn the cards over when you are ready to check.

2 BUILD-A-LETTER LAB PROMPT CARD • Card 2	1 BUILD-A-LETTER LAB PROMPT CARD • Card 1
4 BUILD-A-LETTER LAB PROMPT CARD • Card 4	3 BUILD-A-LETTER LAB PROMPT CARD • Card 3

✂ CUT PAGE - Build-a-Letter Lab: Prompt Cards (2)

Use each card to build your answer.

CARD 5 — PROMPT CARD

Explain if honesty or avoiding trouble is more important in a letter to a teacher.

CARD 6 — PROMPT CARD

Explain whether responsibility or convenience matters more in a letter to a community leader.

Mirrored Backs - Build-a-Letter Lab: Prompt Cards (2)

Turn the cards over when you are ready to check.

6

BUILD-A-LETTER LAB
PROMPT CARD • Card 6

5

BUILD-A-LETTER LAB
PROMPT CARD • Card 5

✂ CUT PAGE - Build-a-Letter Lab: Greeting Cards

Use each card to build your answer.

**CARD 1 — GREETING
CARD**

**Dear Mrs.
Ramirez,**

**CARD 2 — GREETING
CARD**

**Dear
Friend,**

**CARD 3 —
GREETING CARD**

**Dear Community
Leader,**

Mirrored Backs - Build-a-Letter Lab: Greeting Cards

Turn the cards over when you are ready to check.

2 BUILD-A- LETTER LAB	GREETING CARD • Card 2	1 BUILD-A- LETTER LAB	GREETING CARD • Card 1
		3 BUILD-A- LETTER LAB	GREETING CARD • Card 3

✂ CUT PAGE - Build-a-Letter Lab: Statement of Purpose Cards

Use each card to build your answer.

CARD 1 — STATEMENT OF PURPOSE CARD

People are often faced with choices that require honesty and responsibility.

CARD 2 — STATEMENT OF PURPOSE CARD

Making the right choice can impact others.

Mirrored Backs - Build-a-Letter Lab: Statement of Purpose Cards

Turn the cards over when you are ready to check.

2 BUILD-A-LETTER LAB STATEMENT OF PURPOSE CARD • Card 2	1 BUILD-A-LETTER LAB STATEMENT OF PURPOSE CARD • Card 1

✂ CUT PAGE - Build-a-Letter Lab: Evidence Transition Cards

Use each card to build your answer.

CARD 1 — EVIDENCE TRANSITION CARD

In the story, Amina faced a difficult situation.

CARD 2 — EVIDENCE TRANSITION CARD

In the story, Maya made an important decision.

Mirrored Backs - Build-a-Letter Lab: Evidence Transition Cards

Turn the cards over when you are ready to check.

2 BUILD-A-LETTER LAB EVIDENCE TRANSITION CARD • Card 2	1 BUILD-A-LETTER LAB EVIDENCE TRANSITION CARD • Card 1

✂ CUT PAGE - Build-a-Letter Lab: Claim Cards

Use each card to build your answer.

CARD 1 — CLAIM CARD

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

CARD 2 — CLAIM CARD

Maya should have returned because responsibility matters, others depended on her, and mistakes should be corrected.

Mirrored Backs - Build-a-Letter Lab: Claim Cards

Turn the cards over when you are ready to check.

2 BUILD-A-LETTER LAB CLAIM CARD • Card 2	1 BUILD-A-LETTER LAB CLAIM CARD • Card 1

✂ CUT PAGE - Build-a-Letter Lab: Closing Cards

Use each card to build your answer.

CARD 1 — CLOSING CARDSSincerely,	CARD 2 — CLOSING CARD Your friend,
CARD 3 — CLOSING CARD Respectfully,	

Mirrored Backs - Build-a-Letter Lab: Closing Cards

Turn the cards over when you are ready to check.

2 BUILD-A- LETTER LAB CLOSING CARD • Card 2	1 BUILD-A- LETTER LAB CLOSING CARD • Card 1
	3 BUILD-A- LETTER LAB CLOSING CARD • Card 3

Build-a-Letter Lab - Recording and Answer Key

Record your build, then check with the teacher answer key.

MY BUILD

Prompt #: ____ Greeting #: ____ Statement of Purpose #: ____

Evidence Transition #: ____ Claim #: ____ Closing #: ____

Why this build fits the reader:

TEACHER ANSWER KEY (Structure Order)

Greeting -> Statement of Purpose -> Evidence Transition -> Claim -> Body Paragraph -> Conclusion -> Closing

STUDENT SUPPORT - Another Way to Show What You Know

Say: My letter is strong because _____. You still point to the part that fits your reader.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 3 - DISCUSS: What Made This Different?

What made this different from a regular essay?

DISCUSS

Why do we include a greeting? (Because it's a letter.)

Does the argument change? (No, just the format.)

Why is audience important? (Because we're writing to someone specific.)

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: We include a greeting because ____.

The argument stays the same because ____.

Audience matters because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Full Letter - Independent Practice

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the Letter Structure reference page. You still choose your own words for each part.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Full Argumentative Letter Draft - Page 1

Choose a prompt and write the whole letter for a real reader.

DRAFTING FOCUS

Greeting → SET Introduction → TREES Body → RRR Conclusion → Closing. Shape every part for your reader.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Full Argumentative Letter Draft - Page 2

Continue only if you need more space.

AUDIENCE CHECK

Does my greeting, claim, evidence, and closing all fit the same reader?

[illegible]

Day 4 - AWARD Yourself

You didn't just write today... you communicated. You persuaded. You delivered your thinking to someone else.

RECOGNITION IDEAS

- Master Messenger - I can begin and end an argumentative letter with purpose.
- Claim Champion - my claim carries the whole argument into the letter.
- Evidence Expert - my TREES body uses real passage evidence.
- Persuasion Pro - my letter is shaped for my exact reader.

REFLECTION PROMPT

What part of your letter was the strongest - and why?

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest letter part and finish:
"This fits my reader because ____."

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Correspondence

Choose one letter goal from this module.

- ☐ Did I clearly choose a side?
- ☐ Did I explain my thinking fully?
- ☐ Did I connect my ideas to my audience?

MY TARGET

My next goal in argumentative correspondence is

I chose it because

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?

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 5 - EXPLAIN: Turn and Teach

Turn to your partner and explain... How is a letter similar to an essay? How is it different?

TURN AND TEACH A PARTNER

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...”

CHECK YOUR EXPLANATION

Name each letter part and explain that the argument stays the same while the format and audience change.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use the frame, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the frame, explain why the argument stays the same even though the letter has a specific reader.

MY THINKING NOW

Answer the module question again.

How can a writer deliver an argument to a specific audience through a persuasive letter?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

MOVE YOUR THINKING



Foundational
RECALL



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CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Check the Learning

Verbal, visual, and written checks.

VERBAL - Gather/Reveal - Fist to Five

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

Sort sentence strips into two piles: "Claim (Decision + Because + Reasons)" and "Not a Claim."

WRITTEN - Discuss/Use - One-Sentence Summary

Write the claim for the passage in a single sentence.

I Can...	Not Yet	Getting Set	I Can Do It
Identify my audience and purpose	☐	☐	☐
Write a Greeting that fits my reader	☐	☐	☐
Write a SET introduction	☐	☐	☐
Write a TREES body with evidence	☐	☐	☐
Write an RRR conclusion and Closing	☐	☐	☐

MY MODULE CHECK-IN

Award. Target. Explain. Use proof from the letter you delivered.

AWARD

Choose Master Messenger, Claim Champion, Evidence Expert, or Persuasion Pro. Circle the strongest part of your letter and explain why it worked for your reader.

TARGET

Choose one next step from the lesson: choose a clear side, explain your thinking fully, or connect your ideas to your audience. You may also ask a curiosity question about how audience changes writing.

EXPLAIN

Teach a partner the parts of an argumentative letter: Greeting, SET introduction, TREES body, RRR conclusion, and Closing. Explain that the argument stays the same while the format and audience change.

Study Three Argumentative Letter Exemplars

Notice how a letter moves from weak to strong.

PROMPT

Explain whether Amina should have told the truth about breaking the jar, in a letter to Mrs. Ramirez.

LOW (Pink)

“Dear Mrs. Ramirez, Amina should tell the truth. It was right. Bye.”

What is missing? 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.

MEDIUM (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 is missing? It has 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.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the greeting, claim, evidence, and closing in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

High Exemplar (Green)

Study a complete argumentative letter for a specific reader.

HIGH (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”

Why is this a complete letter? It has a greeting, a SET introduction, a TREES body paragraph, an RRR conclusion, and a closing - all keeping a clear argument for a specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the greeting, claim, evidence, and closing in different ways. Explain why this is a complete letter.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 5 - Writing Opportunity

Deliver a new argument as a persuasive letter to a different reader.

WRITING PROMPT

Explain if honesty or avoiding trouble is more important, in a letter to your teacher.

PLANNING SUPPORT

1. Identify the recipient and purpose.
2. Choose a side and write the claim.
3. Select support from "Crash" or "The Good Citizen."
4. Write a Greeting and SET introduction.
5. End with an RRR conclusion and a respectful Closing.

MY PLAN

Recipient / purpose:

My claim and one piece of support:

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Choose the support your reader would find most convincing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Plan My Argumentative Letter

Name the reader, choose a side, and gather support.

1. READER - name the recipient and the greeting that fits

2. CLAIM - write my side clearly

3. SUPPORT - two details from the passage my reader would care about

4. RRR CONCLUSION - restated claim, reference evidence, reflection

STUDENT SUPPORT - Another Way to Show What You Know

Use the signal phrases. You still decide which support fits your reader best.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Additional Argumentative Letter Draft - Page 1

Write the whole letter for your reader.

DRAFTING FOCUS

Greeting → SET Introduction → TREES Body → RRR Conclusion → Closing. Shape every part for your reader.

[illegible]

Additional Argumentative Letter Draft - Page 2

Write the whole letter for your reader.

DRAFTING FOCUS

Greeting → SET Introduction → TREES Body → RRR Conclusion → Closing. Shape every part for your reader.

[illegible]

Revise, Edit, and Share

Improve your letter, check conventions, then explain one choice.

REVISE

☐ greeting fits the audience ☐ SET introduction states a clear claim ☐ RRR conclusion restates the claim and reflects

EDIT

☐ complete sentences ☐ capitalization ☐ punctuation in the greeting and closing ☐ correctly spelled high-frequency words

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the greeting, claim, evidence, and closing aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

READY TO STRETCH? - Real Audience Challenge

Choose a real audience and write a persuasive letter.

TASK

Choose a real audience (for example: principal, parent, or community member) and write a persuasive letter using everything you know about Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

ADVANCED REQUIREMENT

Add a counterargument. Strengthen your reflection (R3).

PHASE 3 - EXPLAIN YOUR CHOICES

Explain which audience you chose and why your greeting, wording, and closing fit that reader.

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

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.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I turn my argument into a letter for a real reader?

My Answer

I keep my whole argument but shape it as a letter - a greeting, a strong opening, my reasons and evidence, a strong ending, and a closing - all written for one specific reader.

STUDENT SUPPORT - Another Way to Show What You Know

Start the letter: Dear ____, I believe ____ because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.