

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 6

Writing the Full Argument



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 Cluster 6

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Grade 4 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. In argumentative correspondence, you decide a side and then declare the why. When a prompt says **should** or **should not**, or asks **whether or not**, it is not asking you to guess - it is asking you to think. A decision prompt is really a WHY prompt.

You will read "A Day That Changed," about a student named Jayden who learns that weather can change quickly while climate is the usual pattern over a long time, and "Understanding the Texas Regions," about the landforms, climate, resources, and jobs of the four Texas regions. You will choose a side and write a claim as a complex sentence using **because** or **since**.

Remember our reminder: **If you have to decide, declare the why.** A choice is not an argument until you give the reason behind it.

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
- 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.	FIND IT - locate, name, identify.
 Emergent	I begin trying ideas independently.	CONNECT IT - link a clue to an idea.
 Visible	I connect ideas directly to text evidence.	EXPLAIN IT - show what evidence proves.
 Independent	I combine evidence with my own reasoning.	USE IT - apply the thinking on my own.
 Reflective	I connect evidence to broader understanding.	EXTEND IT - defend, evaluate, connect, or teach.

BUILDING A STRONG ARGUMENTATIVE CLAIM

Level 1 states a side with no reason (just an opinion). Level 2 states a side with a general reason. Level 3 states a side as a complex sentence with a clear why. Level 4 answers the why and previews reasons the text can support. Level 5 connects the claim to a theme or big-picture idea. Move a claim up a level by adding a "because" reason or a theme connection - 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



If You Have to Decide, Declare the Why

Choosing a Side and Telling 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

A decision prompt is really a WHY prompt - decide, then declare the why.

WHY THIS MODULE MATTERS

This module introduces argumentative correspondence writing. When a prompt asks you to choose between two possibilities - **should / should not** or **whether or not** - it is really asking why you believe one side is stronger. You must decide, then declare the why. Using two Cluster 6 passages, you review prompt analysis, deciding a side, writing a claim (your thesis, or central idea), building reasons, selecting evidence, explaining it, and closing with a reflective, big-picture ending.

Essential Question

How does choosing a side and declaring the why help a writer build a convincing argument from a text?

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

Visual Conventions You Will See

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The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my argument by choosing the right kind of writing for my topic, purpose, and reader.

TEKS 11(B)(iv) - 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 grow one clear idea with details that belong together.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my claim is clearer and sounds better.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my claim and my why are exact.

The Standards I Am Learning - Part 2

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

TEKS 12(C)(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 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices to make my argument convincing.

TEKS 7(C) - 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 you can say the same standard.

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating, responding, or asking a good question.

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use evidence and fitting language when I explain or justify my side.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and justify my side out loud with more and more detail.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write different kinds of sentences, including a complex claim.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can speak with this module's argument words to show I own them.

My Module 1 Learning Launchpad

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

I CAN

- build a supportable argumentative claim by choosing a side and declaring the why.
- recognize a decision prompt (should / should not, whether or not) as a WHY prompt.
- write a claim as a complex sentence using a subordinating conjunction.
- name both reasonable sides of an argument before I choose one.

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.
- connect my argument to a bigger idea or theme.

LEARNING DESTINATION

I will build a supportable argumentative claim by choosing a side and declaring the why in a clear, complex sentence.

MY LAUNCHPAD PROMISE

The argument 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
Find the decision words and name both sides	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 as a complex sentence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Support my claim with a reason and evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise my claim to make it precise	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.

choose

Say it: CHOOZ

What it means: to pick one thing over another

Try the frame: I choose the side that ____.

idea

Say it: eye-DEE-uh

What it means: a thought about something

Try the frame: One idea I can argue is ____.

learn

Say it: LURN

What it means: to gain new knowledge

Try the frame: I learned that ____.

matter

Say it: MAT-ur

What it means: to be important

Try the frame: This matters because ____.

prove

Say it: PROOV

What it means: to show something is true

Try the frame: I prove my side by ____.

Tier 1 Vocabulary - Everyday Words

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

share

Say it: SHAIR

What it means: to give part of what you have

Try the frame: I share my reason when I ____.

side

Say it: SYD

What it means: one position in an argument

Try the frame: My side is ____.

strong

Say it: STRAWNG

What it means: powerful and clear

Try the frame: A strong claim ____.

support

Say it: suh-PORT

What it means: to back up an idea

Try the frame: I support my claim with ____.

why

Say it: WY

What it means: the reason behind a choice

Try the frame: My why is ____.

Tier 2 Vocabulary - Academic Words

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

argumentative

Say it: ar-gyoo-MEN-tuh-tiv

What it means: writing that takes a position and supports it

Try the frame: This argumentative claim shows ____.

audience

Say it: AW-dee-uhns

What it means: the person or group who will read the writing

Try the frame: My audience is ____.

claim

Say it: KLAYM

What it means: the writer's clear position or thesis (central idea)

Try the frame: My claim is ____.

correspondence

Say it: kor-uh-SPON-duhns

What it means: writing created for a specific recipient or audience

Try the frame: This correspondence is written for ____.

decision

Say it: dih-SIZH-un

What it means: a choice between possible positions

Try the frame: My decision is ____.

Tier 2 Vocabulary - Academic Words

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

evidence

Say it: EV-uh-duhns

What it means: specific proof from a text

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: thinking that shows how evidence supports the reason

Try the frame: My explanation shows ____.

position

Say it: puh-ZISH-un

What it means: the side a writer takes

Try the frame: I take the position that ____.

reason

Say it: REE-zun

What it means: a broad idea that explains why the claim makes sense

Try the frame: One reason is ____.

thesis (central idea)

Say it: THEE-sis (SEN-truhl eye-DEE-uh)

What it means: the main position a piece of writing proves

Try the frame: My thesis (central idea) is ____.

Tier 3 Vocabulary - Passage Words

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

atmosphere

Say it: AT-muh-sfeer

What it means: the layer of air that surrounds the Earth

Try the frame: The atmosphere changes when ____.

climate

Say it: KLY-mit

What it means: the usual weather patterns of a place over a long time

Try the frame: Our climate is usually ____.

conditions

Say it: kun-DISH-unz

What it means: the state of the weather or surroundings at a certain time

Try the frame: The conditions began to change because ____.

economic

Say it: ek-uh-NOM-ik

What it means: having to do with money, jobs, and how people make a living

Try the frame: An economic activity in this region is ____.

landform

Say it: LAND-form

What it means: a natural feature of the Earth's surface, such as a mountain or plain

Try the frame: A landform in this region is ____.

Tier 3 Vocabulary - Passage Words

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

observe

Say it: uhb-ZURV

What it means: to watch carefully and notice details

Try the frame: I observe the sky to ____.

region

Say it: REE-jun

What it means: an area of land that has certain features in common

Try the frame: One Texas region is ____.

resources

Say it: REE-sor-siz

What it means: useful materials such as oil, water, or soil

Try the frame: The resources of a region help people ____.

vegetation

Say it: vej-uh-TAY-shun

What it means: the plants that grow in an area

Try the frame: The vegetation of a region depends on ____.

weather

Say it: WETH-ur

What it means: the condition of the air at a certain time and place

Try the frame: The weather today is ____.

Decide, Then Declare the Why

Decision = Why. Choose a side = Give reasons.

DECISION
PROMPT

CHOOSE A
SIDE

CLAIM = POSITION
+ WHY

REASONS +
EVIDENCE

EXPLANATION

DECISION PROMPTS ARE WHY PROMPTS

If a prompt says **should** or **should not**, says **whether or not**, or asks you to choose between ideas, then it is a WHY prompt - and a WHY prompt needs reasons. **Decision = Why. Choose a side = Give reasons.**

THE CLAIM

A claim is the thesis (central idea) in argumentative writing. A strong claim answers the prompt and includes a subordinating conjunction (because, since) because it is a WHY response.

- Example: "Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours."
- Example: "All four Texas regions should be valued because each one has different landforms, climate, vegetation, resources, and economic activities."

REMEMBER

If you have to decide, declare the why. A choice is not an argument until you give the reason behind it - and a strong argument is not only correct, it is meaningful.

The Argumentative Correspondence Structure

Introduction... Body... Conclusion. Every part supports the claim.

INTRODUCTION - S, E, C

S	Statement of Purpose / Big General Truth (hook the audience).
E	Collective Evidence Statement (preview the passage evidence).
C	Claim / Thesis (Central Idea) (state your position).

BODY

Reason → Evidence → Explanation → Significant Inference when natural. Build one body paragraph for each strong reason that supports your claim.

CONCLUSION

R1, R2, R3 (remind the reader of your three reasons), then a Reflective Statement / Big Picture / Lesson Learned that leaves the audience with a bigger idea.

PROMPT ANALYSIS QUESTIONS

1. What am I being asked to decide?
2. What side will I take?
3. Why do I believe that side?
4. What three reasons can support my side?
5. Which evidence from the text best proves each reason?

Reading the Prompt: Find the Decision

An argumentative prompt is a statement that makes you choose a side.

MARK THE PROMPT

Underline	Underline what the prompt asks you to decide.
Decision Words	should / should not, whether or not, choose a side.
Name Both Sides	Name the two reasonable sides before you choose.

DECISION PROMPTS ARE STATEMENTS

- Explain whether or not students should observe the weather carefully before making plans.
- Explain whether or not all four Texas regions should be valued as important parts of the state.

Both are statements. Both ask you to decide, then declare the why.

ORAL REHEARSAL FRAME - DECIDE AND DECLARE

I have to decide _____. I choose _____. My claim is: _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Decide-Then-Declare chart 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 does choosing a side and declaring the why help a writer build a convincing argument from a text?

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: An argument is strong when ____ 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.

A Day That Changed

Passage 11 - Low Stamina • Fiction • Part 1 of 1

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.

Ask: Which details could support more than one reasonable side of an argument?

[1] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.

[4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

[5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."

[6] Jayden thought about how different the morning had been.

[7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."

[8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

A Day That Changed - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"over a long period of time"	It fits because _____
R ■ Reactions	"The temperature dropped"	It fits because _____
A ▲ Actions	"the conditions began to change"	It fits because _____
C ★ Character, Concept, Creature	"Jayden"	It fits because _____
K ♦ Key Knowledge	"the condition of the atmosphere"	It fits because _____
S ▼ Scenery / Setting	"the sky was bright and clear"	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.

A Day That Changed - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"By mid-morning"	It fits because _____
C ★ Character, Concept, Creature	"Ms. Rios"	It fits because _____
A ▲ Actions	"The wind grew stronger"	It fits because _____
R ■ Reactions	"Some students were disappointed"	It fits because _____
K ♦ Key Knowledge	"It can change quickly, even within a few hours"	It fits because _____
S ▼ Scenery / Setting	"gray clouds across the sky"	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.

Understanding the Texas Regions

Passage 12 - Low Stamina • Nonfiction • Part 1 of 1

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.

Ask: Which details could support more than one reasonable side of an argument?

[1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

[2] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.

[3] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region.

[4] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy.

[5] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining. Each region has unique features, but all of them play an important role in Texas.

Understanding the Texas Regions - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"the largest region"	It fits because _____
R ■ Reactions	"how people live and work"	It fits because _____
A ▲ Actions	"Fishing, shipping, and jobs"	It fits because _____
C ★ Character, Concept, Creature	"The Coastal Plains"	It fits because _____
K ♦ Key Knowledge	"landforms, climate, vegetation"	It fits because _____
S ▼ Scenery / Setting	"dry deserts or wide, open plains"	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.

Understanding the Texas Regions - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"The Mountains and Basins region"	It fits because _____
A ▲ Actions	"many people raise cattle and grow crops"	It fits because _____
K ♦ Key Knowledge	"oil, gas, and mining"	It fits because _____
S ▼ Scenery / Setting	"tall mountains, dry deserts"	It fits because _____
R ■ Reactions	"strong winds are common"	It fits because _____
A ▲ Actions	"Some areas also produce wind energy"	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

Auditory Engagement: Listen, Decide, and Defend. Hear both choices before you respond.

LISTEN, DECIDE, AND DEFEND

Hear both statements before you respond. 1) Choose A or B. 2) State the decision. 3) Defend your choice with **because**. 4) Name one passage detail that could support it.

ROUND 1

A. The weather changed on field day.

B. Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.

Answer: B is stronger - it takes a clear side, includes the why, and is supported by how the weather changed on Jayden's field day.

ROUND 2

A. Texas has four regions.

B. All four Texas regions should be valued because each one has different landforms, climate, resources, and jobs.

Answer: B is stronger - it makes a supportable claim about the importance of every region.

FRESH RECALL

Cover your notes. Finish aloud: "A strong argumentative claim must choose ____ and declare ____." (Expected: a side; the why.)

STUDENT SUPPORT - Another Way to Show What You Know

If choosing aloud is difficult, hold up an A or B card, then point to one passage detail before you defend your choice.

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

Decision Prompts Are WHY Prompts. The Great Divider Line.

THE GREAT DIVIDER LINE

One side of the line says YES / SHOULD / MATTERS; the other says NO / SHOULD NOT / DOES NOT MATTER. Move to the side you agree with for each statement, then be ready to declare your why.

- Students should observe the weather carefully before making plans.
- All four Texas regions should be valued as important parts of the state.
- Keeping a weather journal should be part of learning about weather and climate.

Decision = Why. Choose a side = Give reasons.

DECISION PROMPTS ARE WHY PROMPTS

If the statement asks whether, says should, or asks you to choose a side, decide first and then declare the why. **Claim = position + why.**

BUILD A STRONG INTRODUCTION (S, E, C)

Prompt: "Explain whether or not students should observe the weather carefully before making plans."

S - The world around us can change quickly, so careful observation matters.

E - The passage shows that Jayden misjudged the weather on field day, and the conditions changed from warm and clear to windy and rainy within a few hours.

C - Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.

DAY 1 CLOSING

Partner completion: "If you have to decide, declare the why means _____."

Day 2 - ATTEMPT

Declare the Why Dash - How to play.

THE GOAL

Draw a sentence-statement prompt, spin, and complete the task from the spinner: Decide It, Name Both Sides, Write the Claim, Say the Why, Find a Reason, or give a Big Picture Bonus.

MATERIALS PER GROUP

A gameboard, a spinner, a team marker, a prompt-card deck, a "Decision Divider" mat, and a response recording page.

HOW TO PLAY

1. Draw a prompt card and read it aloud.
2. Spin.
3. Complete the task from the spinner.
4. If the group answers correctly, move the team marker forward one space.
5. Record your best answer on the recording page.

BEFORE YOU CUT

Dashed lines mean CUT. Match each prompt to a task, then use the self-check backs to adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting.
Read each prompt, complete a spinner task in the table, and say 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 (A Day That Changed)

Cut on the dashed lines, then complete each card's thinking task.

PROMPT CARD 1

Explain whether or not students should observe the weather carefully before making plans.

PROMPT CARD 2

Explain whether or not a sunny morning is a good reason to expect a sunny afternoon.

PROMPT CARD 3

Explain whether or not keeping a weather journal helps people understand the difference between weather and climate.

PROMPT CARD 4

Explain whether or not people should use careful details instead of the word "nice" when describing the weather.

Mirrored Backs - Prompt Cards - Set A (A Day That Changed)

Use these self-check backs only after the group commits to an answer.

2**DECLARE**

Choose a side; write the claim with because / since.

1**DECIDE**

Underline the decision; name both sides.

4**DECLARE**

Choose a side; write the claim with because / since.

3**DECIDE**

Underline the decision; name both sides.

✂ CUT PAGE - Prompt Cards - Set B (Understanding the Texas Regions)

Cut on the dashed lines, then complete each card's thinking task.

PROMPT CARD 5

Explain whether or not all four Texas regions should be valued as important parts of the state.

PROMPT CARD 6

Explain whether or not the land and climate of a region should be considered when explaining the jobs people do there.

PROMPT CARD 7

Explain whether or not learning about the Texas regions helps people understand why communities are different across the state.

PROMPT CARD 8

Explain whether or not the resources of a region should shape how people live and work.

Mirrored Backs - Prompt Cards - Set B (Understanding the Texas Regions)

Use these self-check backs only after the group commits to an answer.

6

DECLARE

**Choose a side; write the claim
with because / since.**

5

DECIDE

**Underline the decision; name both
sides.**

8

DECLARE

**Choose a side; write the claim
with because / since.**

7

DECIDE

**Underline the decision; name both
sides.**

✂ CUT PAGE - Game Pieces - Spinner, Marker & Divider

Cut on the dashed lines, then complete each card's thinking task.

SPINNER

Six sections: Decide It • Name Both Sides • Write the Claim • Say the Why • Find a Reason • Big Picture Bonus. Hold a pencil and a paper clip at the center to spin.

TEAM MARKER

Your team's game piece. Move it forward one space each time the group answers correctly.

DECISION DIVIDER MAT

One side: YES / SHOULD / MATTERS. Other side: NO / SHOULD NOT / DOES NOT MATTER. Place your card on the side you choose.

HOW TO PLAY

Draw a prompt card and read it aloud. Spin. Complete the spinner task. If your group is correct, move the team marker one space. Record your best answer.

Mirrored Backs - Game Pieces - Spinner, Marker & Divider

Use these self-check backs only after the group commits to an answer.

 MOVE Say the Why • Find a Reason • Big Picture Bonus	 SPIN Decide It • Name Both Sides • Write the Claim
 PLAY Declare the Why Dash	 DIVIDE Pick your side, then declare the why.

Declare the Why Dash - My Recording Sheet

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

Prompt	Decision + Both Sides	My Claim (because / since)	Why It Is Supportable
1			
2			
3			
4			
5			
6			

NO-CUT PATHWAY

You do not have to cut the cards. Read each prompt from the deck, complete a spinner task in the table above, and say your why aloud or write it in the last column.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Decide-Then-Declare chart as a reference. Say your claim aloud with because or since 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

What makes an argumentative claim strong?

DISCUSSION QUESTIONS

- What words tell us we must decide a side?
- Why is a decision prompt really a WHY prompt?
- What happens if you choose a side but do not give reasons?
- Why should a claim be a complex sentence?

WHAT WE NOTICED

Words like **whether or not** and **should** signal a decision. Once we choose, we have to explain why. A side with no reason sounds like just an opinion. A complex sentence helps us answer clearly and completely.

MY DISCUSSION NOTES

A claim we examined:

The change made the claim stronger because:

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 AGAIN: Decide It, Then Declare It

Underline what must be decided, name both sides, choose your side, and write a claim.

PROMPT

Explain whether or not all four Texas regions should be valued equally.

DECIDE

Underline what must be decided:

Side 1:

Side 2:

DECLARE THE WHY

My side:

My claim as a complex sentence (use because or since):

STUDENT SUPPORT - Another Way to Show What You Know

Use the Decide-Then-Declare 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 Argumentative Claim - Draft Space

Write your claim, then list three reasons the text can support.

SUCCESS CHECK

- ☐ Decision underlined; both sides named ☐ A clear side chosen
- ☐ Claim is a complex sentence with a why ☐ Three reasons the text can support

[illegible]

Standards Application Check - Revise the Claim for Precision

Read the official standard, then say it in student-friendly words.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my claim is clearer and sounds better.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my claim and my why are exact.

REVISE ONE CLAIM

Choose one claim you wrote. Revise it to improve sentence structure and word choice so the position and the why are precise and clear.

Weak: "Watching the weather is good."

Revised: "Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours."

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick quality check on a claim you already wrote.

COPY ONE CLAIM FROM YOUR DRAFT

MARK AND CHECK

1. Is this a complete complex sentence?
2. Is the subordinating conjunction (because, since) used correctly?
3. Underline the subject once and the verb twice; do they agree?
4. Capitalize proper nouns like Texas and Jayden.
5. Check spelling patterns and high-frequency words.

IF I FOUND SOMETHING TO FIX

Write the corrected claim:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, and conjunction with a partner or use an approved word list. You still decide what changes.

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

An award counts when you point to evidence in your own claim.

GIVE YOURSELF CREDIT FOR MAKING A SUPPORTED DECISION

- I found the decision words in the prompt.
- I named both reasonable sides.
- I chose a side and declared the why.
- I wrote my claim as a complex sentence.

Recognition ideas: draw a "Declare the Why" ribbon that says "I chose a side and proved my why," wear a paper Claim Crown for an especially strong claim, or place a star on the Strong Thinkers Spot.

MY AWARD

One part of my argument that is growing strong is

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



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Day 4 - TARGET Your Next Growth

A useful target names the precise part you will grow next.

CHOOSE ONE GOAL

- ☐ Clearer decision ☐ Stronger why
☐ Better conjunction ☐ More supportable claim ☐ Stronger text connection

BUILD A PRECISE TARGET

My next goal is to strengthen my argumentative writing by

I will know I improved when

CURIOSITY QUESTIONS

How can theme make an argument stronger? Why do readers trust arguments that include evidence? Why is it important to understand both sides before choosing one?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could connect your claim to a theme or big-picture idea.

Day 5 - EXPLAIN or Educate Others

Turn and teach: your explanation is proof of your understanding.

TURN-AND-TEACH FRAMES

- "I know it is argumentative when _____."
- "If you have to decide, declare the why means _____."
- "The first thing I do when I see a prompt is _____."
- "A strong claim should _____."
- "One way theme helps an argument is _____."

MY TEACHING CARD

How I know a prompt is argumentative:

What to do first:

My example claim from this week:

LISTENER RESPONSIBILITIES

- Restate how to spot a decision prompt.
- Name why a decision prompt is a WHY prompt.
- Ask: What is your because?
- Give evidence-based feedback.

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 card, 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.

MY THINKING NOW

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

How does choosing a side and declaring the why help a writer build a convincing argument from a text?

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:

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MY MODULE CHECK-IN

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

AWARD

Complete: “I chose a side and proved my why by ____.” Then star the part of your claim that makes your position clear and name the part you are proudest of.

TARGET

Choose one teacher-source goal: clearer decision, stronger why, better conjunction, more supportable claim, or stronger text connection. Complete: “My next goal is to strengthen my argumentative writing by ____.” Then name one question this lesson made you curious about.

EXPLAIN

Teach a partner how to recognize a decision prompt and what to do next. Use one claim from this module to explain why “If you have to decide, declare the why” builds a convincing argument.

I Can...	Not Yet	Getting Set	I Can Do It
Find the decision words in a prompt	☐	☐	☐
Name both reasonable sides	☐	☐	☐
Choose a side and declare the why	☐	☐	☐
Write my claim as a complex sentence	☐	☐	☐
Revise my claim to make it precise	☐	☐	☐

Check the Learning

Informal ways to SEE what you understand.

THREE WAYS TO SHOW WHAT I KNOW

- **Verbal - Listen and Defend:** Choose A or B and defend the stronger claim with "because."
- **Visual / Physical - The Great Divider Line:** Move to a side of the line and name your why.
- **Written - Decide and Declare:** Underline the decision words in a prompt and write a claim with because or since.

ASSESSMENT OPTION

Listen	Show my thinking through Listen, Decide, and Defend and discussion.
Look	Show a Great Divider Line choice or a written claim.
Collect	Produce a "Decide It, Then Declare It" page my teacher can examine.

STUDENT SUPPORT - Another Way to Show What You Know

Pick the way that shows your thinking best - say it, move to a side, or write it. Every path still needs 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.

Day 5 - Writing Opportunity - Decide It, Then Declare It

Choose one prompt, decide a side, and write a claim.

CHOOSE ONE PROMPT

- ☐ Explain whether or not students should observe the weather carefully before making plans.
- ☐ Explain whether or not all four Texas regions should be valued as important parts of the state.
- ☐ Explain whether or not keeping a weather journal helps people understand the difference between weather and climate.
- ☐ Explain whether or not the resources of a region should shape how people live and work.

SUCCESS CRITERIA

- My claim clearly chooses a side.
- My claim is a complex sentence that declares the why.
- I can name three reasons the passage supports.

MY FIRST DECISION

Prompt I chose:

What I must decide, and both sides:

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompts aloud. Choose the one 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 Argument

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

STEP 1 - DECIDE

Underline the decision; name both reasonable sides.

STEP 2 - CLAIM

Choose a side; write a complex-sentence claim using because or since.

STEP 3 - REASONS

List three reasons the text can support.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Decide-Then-Declare 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 and Reasons Draft - Page 1

Write your introduction (S, E, C) and your first reason with evidence.

MEANING CHECK

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

[illegible]

Claim and Reasons Draft - Page 2

Continue with more reasons and a reflective, big-picture ending.

PRECISION CHECK

Read your explanation. Does it tell how the evidence supports the reason, or does it just repeat the quote? Adjust for meaning. End with a lesson learned or a big-picture thought.

[illegible]

Revise, Edit, and Share

Improve one sentence, run the Conventions Sweep, then explain one decision.

REVISE

Read your claim aloud. Improve sentence structure and word choice so the position and the why are precise.

Before:

After:

EDIT - Conventions Sweep

- ☐ Complete complex sentence ☐ Subordinating conjunction used correctly ☐ Subject-verb agreement
- ☐ Proper nouns capitalized ☐ Correct spelling

SHARE

My partner heard my argument grow stronger when I _____ because

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 argument.

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

Did you decide a side AND declare the why? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

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EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your claim, your reason, and your evidence. Defend the reason your passage supports most clearly.

PROOF OF TRANSFER

I knew I could build an argument for a new prompt because on page _____ I

READY TO STRETCH? - Prompt Architect Challenge

Move from prompt solver to prompt architect: write your own argumentative prompt.

YOUR PROMPT MUST

- begin with Explain,
- require the writer to choose a side,
- include either should / should not or whether or not,
- connect to theme or big-picture thinking.

WRITE YOUR PROMPT

NOW ANSWER IT

Your claim, three reasons, one piece of evidence for each reason, and a reflective ending:

SWAP AND EVALUATE

Trade prompts with a partner: Does this prompt require a decision? Is it truly a WHY prompt? Could someone write reasons for this side?

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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 - should or should not, whether or not - it is really asking WHY. Choosing a side gives your argument direction, and declaring the why turns that choice into a claim you can support with distinct reasons and relevant evidence. Strong argumentative writing is more than an opinion; it clearly states a position and shows why the evidence supports it. If you have to decide, declare the why.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 1.

OUR ESSENTIAL QUESTION

How does choosing a side and declaring the why help a writer build a convincing argument from a text?

My Answer

I choose a side to give my argument direction, and I declare the why to turn my choice into a claim I can support with distinct reasons and relevant evidence. I do more than state an opinion: I clearly state my position and explain why the evidence supports it.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the choice: I think ____ because ____, and my 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.

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CLUSTER 6



M O D U L E



Magnify One Claim into Three Strong Reasons

Growing a Strong Argument



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

One claim grows stronger when three different reasons support it.

WHY THIS MODULE MATTERS

In Module 1 you learned that if you have to decide, you declare the why - you write a claim. This module adds the support system. A strong argument needs three reasons that match the claim, differ from one another, can be proven with evidence, and connect to the big picture or theme. You build those reasons with the Magnifying Process: brainstorm, group, narrow, and choose the final three.

Essential Question

How does magnifying our thinking help us turn one claim into three strong, distinct, supportable 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
- 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 and how a student can say the same standard.

TEKS 11(B)(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 argument with a clear introduction.

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use transitions to move between my three reasons.

TEKS 11(B)(iii) - 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 clear conclusion.

TEKS 11(B)(iv) - 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.

The Standards I Am Learning - Part 2

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

TEKS 12(C)(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 12(C)(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 12(D)(i) - Official Standard

compose correspondence that requests information

HOW I SAY THE STANDARD!

I can write correspondence that clearly asks for information.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my reasons are clearer and sound better.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my reasons show stronger thinking.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments

HOW I SAY THE STANDARD!

I can write complete sentences where the subject and verb agree.

The Standards I Am Learning - Part 4

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

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including plural nouns

HOW I SAY THE STANDARD!

I can use plural nouns correctly when I mean more than one.

TEKS 11(D)(x) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns correctly.

TEKS 11(D)(xxxiii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns

HOW I SAY THE STANDARD!

I can check Grade 4 spelling patterns.

TEKS 11(D)(xxxv) - Official Standard

edit drafts using standard English conventions, including correct spelling of high-frequency words

HOW I SAY THE STANDARD!

I can spell high-frequency words correctly.

TEKS 7(C) - 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 you can say the same standard.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

My Module 2 Learning Launchpad

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

I CAN

- magnify one claim into three distinct reasons that can be supported with evidence.
- brainstorm widely and group similar reasons together.
- narrow each group to one strong central idea.
- choose reasons that match the claim, differ from one another, and connect to theme.

I WILL

- brainstorm more reasons than I need before choosing.
- read closely, listen actively, and discuss my reasoning.
- match one strong passage detail to each final reason.
- reflect on my growth and explain my thinking to others.

LEARNING DESTINATION

I will magnify one claim into three distinct reasons that can be supported with evidence.

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 and label them	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 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.

choose

Say it: CHOOZ

What it means: to select from options

Try the frame: I choose this reason because ____.

different

Say it: DIF-ur-uhnt

What it means: not alike

Try the frame: This reason is different because ____.

group

Say it: GROOP

What it means: ideas placed together because they are alike

Try the frame: This group is about ____.

idea

Say it: eye-DEE-uh

What it means: a thought that can be developed

Try the frame: One idea is ____.

match

Say it: MACH

What it means: to connect things that belong together

Try the frame: This evidence matches because ____.

Tier 1 Vocabulary

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

order

Say it: OR-dur

What it means: an arrangement that is easy to follow

Try the frame: I chose this order because ____.

prove

Say it: PROOV

What it means: to show with evidence

Try the frame: The detail proves ____.

same

Say it: SAYM

What it means: alike in an important way

Try the frame: These reasons are the same because ____.

strong

Say it: STRAWNG

What it means: clear and able to do its job

Try the frame: This reason is strong because ____.

weak

Say it: WEEK

What it means: not clear or not well supported

Try the frame: This reason is weak because ____.

Tier 2 Vocabulary

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

brainstorm

Say it: BRAYN-storm

What it means: to generate many ideas before choosing

Try the frame: I brainstormed ____.

categorize

Say it: KAT-uh-guh-ryze

What it means: to group ideas that belong together

Try the frame: I categorize these ideas as ____.

claim

Say it: KLAYM

What it means: the position the writer will support

Try the frame: My claim is ____.

evidence

Say it: EV-ih-duhns

What it means: specific text proof for a reason

Try the frame: My evidence is ____.

magnify

Say it: MAG-nuh-fy

What it means: to examine thinking closely and develop it in layers

Try the frame: I magnify my thinking by ____.

Tier 2 Vocabulary

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

narrow

Say it: NAIR-oh

What it means: to reduce a group to its strongest central idea

Try the frame: I narrow this group to ____.

reason

Say it: REE-zuhn

What it means: a broad explanation for why the claim makes sense

Try the frame: One reason is ____.

relevant

Say it: REL-uh-vuhnt

What it means: directly connected to the claim or reason

Try the frame: This detail is relevant because ____.

support

Say it: suh-PORT

What it means: ideas and proof that strengthen a claim

Try the frame: I support my claim with ____.

theme

Say it: THEEM

What it means: a larger lesson or big-picture idea

Try the frame: This connects to theme because ____.

Tier 3 Vocabulary

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

climate

Say it: KLY-mit

What it means: the usual weather patterns of a place over a long time

Try the frame: Our climate is usually ____.

distinguish

Say it: dih-STING-gwish

What it means: to tell the difference between two things

Try the frame: I distinguish weather from climate by ____.

economic

Say it: ek-uh-NOM-ik

What it means: having to do with money, jobs, and making a living

Try the frame: An economic activity here is ____.

landform

Say it: LAND-form

What it means: a natural feature of the Earth's surface

Try the frame: A landform in this region is ____.

observation

Say it: ob-zur-VAY-shun

What it means: something noticed by watching carefully

Try the frame: One observation from the passage is ____.

Tier 3 Vocabulary

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

pattern

Say it: PAT-urn

What it means: something that happens in a regular, repeated way

Try the frame: A weather pattern shows ____.

region

Say it: REE-jun

What it means: an area of land that has certain features in common

Try the frame: One region has ____ while another has ____.

resources

Say it: REE-sor-siz

What it means: useful materials such as oil, water, or soil

Try the frame: The resources of a region help people ____.

settlement

Say it: SET-ul-munt

What it means: a place where people come to live and work

Try the frame: A settlement grew here because ____.

weather

Say it: WETH-ur

What it means: the condition of the air at a certain time and place

Try the frame: The weather can change when ____.

The DOT Reading HABIT

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning through the text and lesson.
T - Drop	Erase the dot once you know the 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 idea - 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 and give each group a label.
3. NARROW	Narrow each group to its one best idea.
4. CHOOSE 3	Choose the final three distinct reasons.

REMEMBER

Claims need support. Support needs reasons. Reasons grow through magnifying.

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.

What Makes a Reason **STRONG**?

A reason is a bigger idea that evidence can prove - not a tiny fact.

A Strong Reason...	Ask Yourself
MATCHES the claim	Does this reason prove my side?
Is DIFFERENT from the others	Does each reason add something new?
Can be PROVEN with evidence	What exact passage detail proves it?
Connects to THEME	How does it connect to the big picture?

SELF-CHECK

A reason should not be a tiny fact. A reason is a bigger idea that evidence can prove. If two reasons sound alike, go back and magnify again.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each of the four tests before you keep 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.

Claim, Reason, and Evidence

Strong thinkers keep these three ideas straight.

CLAIM

What I believe. The side I will support.

REASON

A broad explanation for why the claim makes sense. Big enough for its own paragraph.

EVIDENCE

A specific detail from the passage that proves the reason.

THEME

A larger lesson or big-picture idea the reasons connect to.

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 magnify one claim into three distinct reasons that can be supported with evidence.

SUCCESS CRITERIA

- My reasons directly support my claim.
- My three reasons are distinct rather than repeated.
- Each reason is broad enough for a paragraph and specific enough to stay focused.
- Each reason can be proven with relevant text evidence.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?

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, 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.

A Day That Changed

Passage 1 - Medium Stamina - 500 words • Narrative • Part 1 of 2

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] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. “It’s going to be a great day,” he said as he grabbed his backpack and headed to school.

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. “What happened to the sunshine?” he asked.

[4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

[5] “This is weather,” she said. “Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours.”

[6] Jayden thought about how different the morning had been.

[7] “Climate,” Ms. Rios continued, “describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers.”

[8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

[9] The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.

[10] Jayden raised his hand. “So weather is what happens today, but climate is what usually happens over many years?” he asked.

A Day That Changed - Continued 2

Passage 1 - Medium Stamina - 500 words • Narrative • Part 2 of 2

AS YOU CONTINUE READING

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

[11] “That’s right,” Ms. Rios said. “A single rainy day does not mean the climate has changed. Scientists study weather information for many years before describing a place’s climate.”

[12] The class talked about other examples. One student said that a snowy day in a usually warm place would be weather. Another student said that a desert having little rain year after year would describe climate. Jayden began to understand that both ideas were connected, but they were not the same.

[13] At recess, Jayden looked up at the sky again. This time, he noticed the clouds, the wind, and the temperature. He knew those things described the weather at that moment. He also knew that one cloudy afternoon would not change what his area was usually like.

[14] Jayden smiled as he joined his friends outside. Field day had not gone as planned, but it helped him learn something important about Earth’s changing patterns. He would remember to observe carefully before making guesses about the sky each day.

A Day That Changed - TRACKS Evidence Hunt

Verbally explain which larger reason each exact clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	“over a long period of time”	It could support the reason _____
R ■ Reactions	“The temperature dropped”	It could support the reason _____
A ▲ Actions	“the conditions began to change”	It could support the reason _____
C ★ Character, Concept, Creature	“Jayden”	It could support the reason _____
K ♦ Key Knowledge	“the condition of the atmosphere”	It could support the reason _____
S ▼ Scenery / Setting	“the sky was bright and clear”	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.

Understanding the Texas Regions

Passage 2 - Medium Stamina - 515 words • Nonfiction • Part 1 of 2

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] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

[2] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy. Many people live in this region because the land and water support different kinds of work. Cities such as Houston and Corpus Christi are located in the Coastal Plains. These cities help connect Texas to other places through trade, transportation, and business.

[3] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region. The land is not as flat as the Coastal Plains, but it is still useful for farming and ranching. People in this region often depend on the land to make a living. The grasslands provide places for cattle to graze, while the soil can be used to grow crops. Communities in the North Central Plains are often connected to agriculture and local businesses.

[4] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy. Farmers in this region may grow crops such as wheat and cotton. Because there is less rainfall, people must carefully use water for crops, animals, and homes. The open land is also helpful for raising cattle. In some places, wind turbines can be seen across the plains. These turbines use wind to create electricity, which is another way the region supports the Texas economy.

Understanding the Texas Regions - Continued 2

Passage 2 - Medium Stamina - 515 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

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

[5] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining. The land can be rocky and dry, so farming is more difficult than in other regions. Plants such as cacti and desert shrubs are common because they can survive with little water. Some people visit this region to see its mountains, parks, and desert views. Big Bend National Park is one place where visitors can observe the natural beauty of far West Texas.

[6] Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live. By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.

Understanding the Texas Regions - TRACKS Evidence Hunt

Verbally explain which larger reason each exact clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	“the largest region”	It could support the reason _____
R ■ Reactions	“how people live and work”	It could support the reason _____
A ▲ Actions	“Fishing, shipping, and jobs”	It could support the reason _____
C ★ Character, Concept, Creature	“The Coastal Plains”	It could support the reason _____
K ♦ Key Knowledge	“landforms, climate, vegetation”	It could support the reason _____
S ▼ Scenery / Setting	“dry deserts or wide, open plains”	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: Zoom In! Zoom Out!

Pick up your thinking magnifying glass.

OUR THINKING TOOL

Sometimes writers write a claim and then get stuck. They know their side, but they do not know how to grow it into strong reasons. That is where **magnifying** comes in. We zoom in on our thinking, layer by layer, until three strong reasons rise to the top.

OUR HABIT TODAY

Claims need support. Support needs reasons. Reasons grow through magnifying. Strong writers do not grab the first idea - they magnify their thinking until the best ideas rise to the top.

BRAINSTORM ›

GROUP ›

NARROW ›

CHOOSE 3

LISTEN AND NUMBER

Listen to all three reasons before numbering them 1-3 in the order that makes the argument easiest to follow. Then explain why your order works.

Claim: Students should study all four Texas regions.

Reasons to number: the regions have different landforms and climates; the regions support different jobs and economic activities; the regions show different settlement patterns and ways of life.

FRESH RECALL

Cover your notes. State your three reasons from memory and explain how you know they are distinct.

STUDENT SUPPORT - Another Way to Show What You Know

Show your order with number cards, then say why one reason should come first.

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: Magnify One Claim

Watch the four layers grow one claim into three reasons.

REVIEW

In argumentative correspondence, we begin with a prompt that asks us to decide. If you have to decide, declare the why. Last time, we wrote a claim. Today a strong claim gets three clear, different, supportable reasons - not one weak reason, and not three repeated reasons.

TEACHER MODEL - Texas Regions

Prompt: Explain whether or not all four Texas regions should be valued as important parts of the state.

Claim: All four Texas regions should be valued as important because each region contributes distinct natural features, resources, economic activities, and communities to the state.

LAYER 1 - BRAINSTORM: different landforms • different climate • different vegetation • different natural resources • different jobs • different economic activities • different settlement patterns • each region contributes to Texas

LAYER 2 - GROUP: (1) landforms, climate, vegetation, natural features; (2) resources, jobs, economic activities; (3) settlement patterns, communities, ways people use the land

LAYER 3 - NARROW & LAYER 4 - CHOOSE 3:

1. Different regions have distinct natural features and climate conditions.
2. Different regions support distinct resources, jobs, and economic activities.
3. Different regions help explain settlement patterns and ways of life across Texas.

STUDENT SUPPORT - Another Way to Show What You Know

Box the claim, then point to each of the three 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.

Magnify the Why Lab

Move through four stations - one for each layer of the magnifying process.

HOW TO PLAY

1. Rotate through the four stations in pairs or small groups.
2. Each station is one layer of the magnifying process: Brainstorm Burst, Group It Together, Narrow the Group, and Final Three Reasons Match-Up.
3. Complete the layer at each station and record it in your notebook.
4. By the end, your group will have grown one claim into three strong reasons.

YOUR PROMPT AND CLAIM FOR THE LAB

Prompt Card: Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate.

Sample Claim: Students should keep a weather journal because repeated observations help them describe current conditions, compare changes, and avoid confusing a few days with climate.

QUICK CHECK

Did I brainstorm widely? Did I group similar ideas? Did I narrow to one best idea per group? Are my final three reasons different from one another?

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Use the numbered no-cut pathway: point to each station card in order and record the same layers in your notebook.

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

Prepare the station cards, then complete the four-layer sequence.

SET UP

Cut on the dashed lines. Complete each station in order, then use the self-check backs.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same four layers in your notebook.

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 - Magnify the Why Lab Station Cards

Dashed lines mean CUT.

STATION 1 • Brainstorm Burst

Students receive one prompt card and one claim. Brainstorm as many possible reasons as you can.

Directions: Write at least 8 possible reasons that could support this claim. Do not stop at the first few ideas. Stretch your thinking.

STATION 2 • Group It Together

Students cut out their brainstormed reasons and sort them into groups of similar ideas.

Directions: Cut apart your brainstormed reasons. Group reasons that seem to belong together. Give each group a label.

STATION 3 • Narrow the Group

Students choose only one best idea from each group.

Directions: Look at each group and choose the strongest idea in that group. Circle it. It should be broad enough for a paragraph but clear enough to stay focused.

STATION 4 • Final Three Reasons Match-Up

Students write their final three reasons as topic sentences or reason stems.

Directions: Write your final three reasons in your notebook. Number them 1, 2, and 3. Then write one sentence explaining how each reason supports the claim.

Magnify the Why Lab - Mirrored Card Backs

Use the self-check backs after completing each station.

2**MAGNIFY THE WHY LAB****Station Card 2****BRAINSTORM • GROUP •
NARROW • CHOOSE 3****1****MAGNIFY THE WHY LAB****Station Card 1****BRAINSTORM • GROUP •
NARROW • CHOOSE 3****4****MAGNIFY THE WHY LAB****Station Card 4****BRAINSTORM • GROUP •
NARROW • CHOOSE 3****3****MAGNIFY THE WHY LAB****Station Card 3****BRAINSTORM • GROUP •
NARROW • CHOOSE 3**

Magnify the Why Lab - Recording

Record the first two layers as you move through the stations.

LAYER 1 - BRAINSTORM (write at least 8 reasons)

LAYER 2 - GROUP (label each group)

STUDENT SUPPORT - Another Way to Show What You Know

Say the group labels aloud and explain what the ideas in each group have in common.

Ready to Stretch? Take Your Thinking Further!

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

Magnify the Why Lab - Recording Continued

Narrow each group, then choose three distinct final reasons.

LAYER 3 - NARROW (one best idea per group)

LAYER 4 - MY FINAL THREE REASONS

1.

--

2.

--

3.

--

STUDENT SUPPORT - Another Way to Show What You Know

Say your three reasons aloud before recording them. Check that each reason adds something new.

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

Good writers organize reasons, compare them, and choose the strongest.

- Why is it helpful to brainstorm more reasons than we actually need?
- What did you notice when you grouped similar ideas together?
- How did you decide which idea in a group was the strongest?
- Why do our final three reasons need to be different from one another?
- How can theme help us choose stronger reasons?
- What makes a reason weak?

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 AGAIN: Evidence Hunt for My Three Reasons

Now match proof to each reason.

WHAT TO DO

1. Rewrite your claim at the top.
2. List your three final reasons.
3. Under each reason, write one strong piece of evidence from the passage.
4. Underline the words in the evidence that best connect to the reason.

WORKED EXAMPLE

Claim: Students should keep a weather journal because repeated observations create an accurate record of changing conditions and help distinguish weather from climate.

Reason 1: It records current weather conditions. **Evidence:** Jayden's class recorded temperature, wind, clouds, and rain.

Reason 2: It makes changes easier to compare. **Evidence:** The class compared several days that were sunny, cloudy, rainy, warm, and cool.

Reason 3: It helps distinguish weather from climate. **Evidence:** Ms. Rios explains that one week shows recent weather, while climate needs many years.

STUDENT SUPPORT - Another Way to Show What You Know

Choose evidence that truly proves the reason - specific, from the text, and clearly connected.

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 - Weather Journal

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

CLAIM

Students should keep a weather journal to understand changing conditions and the difference between weather and climate.

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 - Texas Regions

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

CLAIM

All four Texas regions should be valued as important parts of the state.

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.

Module 2 Conventions Sweep

Apply four checks to your argument.

READ

The Coastal Plains is the largest region. Farmers grow cotton and corn near Houston and Corpus Christi.

1. Label one proper noun.
2. Label one plural noun.
3. Check that a complete sentence has subject-verb agreement.
4. Mark a Grade 4 spelling pattern.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking your own reason sentences.

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

Point to evidence in your own work.

CHOOSE

- Magnifying Glass Badge - “I magnified my thinking into three strong reasons.”
- Reason Ribbon - place a star beside your strongest support.
- Theme Glow - highlight the reason that best connects to the theme.
- Notebook Pride Moment - share your best reasons page.

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

CLASS CHEER

Brainstorm! Group! Narrow to three! Strong reason builders - that is me!

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.

- ☐ Brainstorm wider before choosing.
- ☐ Group my ideas more accurately.
- ☐ Reduce repetition between reasons.
- ☐ Strengthen how relevant each reason is.
- ☐ Match evidence to each reason more precisely.

MY TARGET

My next goal is to strengthen my argument by

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

How can theme help a reason sound more meaningful? Explain.

Day 5 - EXPLAIN or Educate Others

Teach the four layers of the magnifying process.

TURN AND TEACH FRAMES

- Layer 1 is important because ____.
- When I grouped my ideas, I noticed ____.
- I narrowed my group by choosing ____.
- My final three reasons support my claim because ____.
- One way theme helped me today was ____.

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.

MY THINKING NOW

Answer the module question again.

How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?

WHAT CHANGED?

MOVE YOUR THINKING



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USE**



**Reflective
EXTEND**

Check the Learning

Show what you can do in three ways.

VERBAL

Explain why your three reasons are distinct.

VISUAL

Show your grouped brainstorm cards and the labels you assigned.

WRITTEN

Complete your “My Three Reasons and My Evidence” page.

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.

AWARD

Circle your strongest reason and finish: “This reason is strong because ____.” Choose the part you are proudest of: brainstorming widely, grouping accurately, narrowing well, selecting distinct reasons, or matching evidence precisely.

TARGET

Choose one teacher-source goal: brainstorm wider, group more accurately, reduce repetition, strengthen relevance, or match evidence more precisely. Complete: “My next goal is to strengthen my argument by ____.” Then name one question this lesson made you curious about.

EXPLAIN

Teach the four magnifying layers in order: brainstorm, group, narrow, final three. Use one reason from this module to explain why strong writers do not simply grab their first three ideas.

Day 5 - Writing Opportunity - Magnify the Why

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

PROMPT

Explain whether or not keeping a weather journal helps people understand the difference between weather and climate.

PLANNING PROCESS

1. Write the claim.
2. Brainstorm eight to ten possible reasons.
3. Group similar reasons and label each group.
4. Narrow each group to one central idea.
5. Select the strongest three distinct reasons.
6. Match one strong passage detail to 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 paragraph.

DRAFTING FOCUS

Use purposeful structure, three distinct reasons, and matched evidence for each reason.

[illegible]

Argument Draft - Page 2

Begin with your claim. Give each reason its own paragraph.

DRAFTING FOCUS

Use purposeful structure, three distinct reasons, and matched evidence for each reason.

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 structure and check conventions.

REVISE

☐ introduction ☐ transitions between reasons ☐ word choice ☐ conclusion

EDIT

☐ subject-verb agreement ☐ plural noun ☐ proper noun ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read one reason and its evidence aloud.
You still choose the revision.

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

Point to all three distinct reasons.

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!

Defend how each reason adds something new.

READY TO STRETCH? - Reason Architect Challenge

Build the strongest support system possible for one claim.

MY CLAIM

BRAINSTORM 8-10 REASONS

4 GROUPS → 4 NARROWED IDEAS

MY FINAL THREE REASONS + THE GROUP I REJECTED

Explain why you rejected the extra group, and how each final reason connects to theme.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

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

Magnifying helps writers brainstorm widely, group similar ideas, narrow each group, and select the strongest three reasons. The result is an argument with reasons that are different from one another, directly connected to the claim, and strong enough to support with text evidence.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 2.

OUR ESSENTIAL QUESTION

How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?

My Answer

I magnify my thinking: I brainstorm a lot of ideas, group the ones that are alike, narrow each group, and pick my three strongest reasons - reasons that are different from each other, connected to my claim, and easy to back up with text evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Start by brainstorming: My claim is ____, and my three strongest reasons are ____, ____, and ____.

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



Finishing the Argumentative Paper

Every Part Doing Its Job with CREATURES



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

Every part of a strong argument has a job to do.

WHY THIS MODULE MATTERS

In Module 1 you learned that if you have to decide, you declare the why. In Module 2 you magnified your thinking until you had strong reasons. Now you finish the paper by connecting the parts of CREATURES so your argument is clear, supported, logical, and meaningful. When every piece belongs, your writing sounds connected from beginning to end.

Essential Question

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

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
- 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 11(B)(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 argument on purpose, including an introduction.

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use transitions so my reasons connect in order.

TEKS 11(B)(iii) - 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 writing on purpose, including a conclusion.

TEKS 11(B)(iv) - 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 grow one engaging idea and add details that belong.

The Standards I Am Learning - Part 2

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

TEKS 12(C)(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 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentences so my argument works well.

TEKS 12(D)(i) - Official Standard

compose correspondence that requests information

HOW I SAY THE STANDARD!

I can write correspondence that asks for information clearly.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(i-viii) - Official Standard

revise drafts to improve sentence structure and word choice; improve coherence by adding, deleting, combining, and rearranging ideas; and improve clarity by adding and deleting ideas

HOW I SAY THE STANDARD!

I can revise so every piece fits and my argument holds together.

TEKS 11(D)(i-xxxv) - Official Standard

edit drafts using standard English conventions, including complete sentences with subject-verb agreement; irregular verbs, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions; capitalization; commas in compound sentences; and grade-appropriate spelling

HOW I SAY THE STANDARD!

I can edit my writing so my sentences and spelling are correct.

TEKS 7(C) - 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 you can say the same standard.

ELPS 4(F)(vi) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate conventions for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking clearly with supporting details.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words to connect my paper pieces.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details and a fitting style.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine familiar words with precise words from this module.

ELPS 4(F)(v) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details that fit my purpose.

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.
- acknowledge another reasonable viewpoint and rebut it respectfully with text-based reasoning.
- write an Ending and Significance that reinforce the claim and show why the decision matters.

I WILL

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

LEARNING DESTINATION

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

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 three 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 instead of repeat	a lot / a little / new	a lot / a little / new	a lot / a little / new
Acknowledge and rebut another viewpoint	a lot / a little / new	a lot / a little / new	a lot / a little / new
End with 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.

clear

Say it: KLEER

What it means: easy to understand

Try the frame: My argument is clear when ____.

connect

Say it: kuh-NEKT

What it means: to show how ideas relate

Try the frame: I connect these ideas by ____.

end

Say it: END

What it means: to bring something to a close

Try the frame: I end by ____.

fit

Say it: FIT

What it means: to belong with something

Try the frame: This piece fits because ____.

matter

Say it: MAT-er

What it means: to be important

Try the frame: This decision matters because ____.

Tier 1 Vocabulary - Everyday Words

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

order

Say it: OR-der

What it means: the arrangement of ideas

Try the frame: I put these ideas in this order because ____.

part

Say it: PART

What it means: one piece of a whole

Try the frame: This part does the job of ____.

proof

Say it: PROOF

What it means: information that shows an idea is true

Try the frame: This proof supports ____.

side

Say it: SYD

What it means: a position in an argument

Try the frame: My chosen side is ____.

strong

Say it: STRAWNG

What it means: convincing and well supported

Try the frame: This sentence is strong because ____.

Tier 2 Vocabulary - Academic Words

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

claim

Say it: KLAYM

What it means: the position or thesis (central idea) of an argument

Try the frame: My claim is ____.

coherence

Say it: koh-HEER-uhns

What it means: the quality of ideas fitting together clearly

Try the frame: My response has coherence because ____.

connection

Say it: kuh-NEK-shuhn

What it means: the relationship between ideas in the argument

Try the frame: The connection between these ideas is ____.

evidence

Say it: EV-ih-duhns

What it means: specific proof from the passage

Try the frame: The evidence states ____.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: thinking that connects evidence to the reason

Try the frame: My explanation shows ____.

Tier 2 Vocabulary - Academic Words

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

inference

Say it: IN-fer-uhns

What it means: a conclusion formed from evidence and thinking

Try the frame: I infer that ____.

justify

Say it: JUHS-tih-fy

What it means: to support a position with reasons and evidence

Try the frame: I justify my position with ____.

reason

Say it: REE-zuhn

What it means: a broad idea that supports the claim

Try the frame: One reason is ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: why an idea matters beyond one detail

Try the frame: The significance is ____.

structure

Say it: STRUHK-cher

What it means: the purposeful organization of a response

Try the frame: The structure helps by ____.

Tier 3 Vocabulary - Argumentative Writing Terms

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

argument

Say it: AR-gyuh-muhnt

What it means: ideas arranged to support a position

Try the frame: My argument is logical because ____.

conclusion

Say it: kuhn-KLOO-zhuhn

What it means: the closing section of a response

Try the frame: The conclusion reinforces ____.

counterargument

Say it: kown-ter-AR-gyuh-muhnt

What it means: a reasonable opposing viewpoint

Try the frame: One counterargument is ____.

CREATURES

Say it: KREE-churz

What it means: the framework for the nine jobs in a complete argument

Try the frame: CREATURES helps me remember ____.

introduction

Say it: in-truh-DUHK-shuhn

What it means: the opening that introduces the argument

Try the frame: The introduction prepares the reader by ____.

Tier 3 Vocabulary - Argumentative Writing Terms

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

logical order

Say it: LOJ-ih-kuhl OR-der

What it means: an arrangement that makes reasoning easy to follow

Try the frame: The reasons are in logical order because ____.

rebuttal

Say it: rih-BUHT-uhl

What it means: a respectful response that returns to the chosen side

Try the frame: My rebuttal explains ____.

significant inferencing

Say it: sig-NIF-ih-kuhnt IN-fer-uhn-sing

What it means: thinking that connects proof to a lesson or big picture

Try the frame: My significant inference shows ____.

thesis (central idea)

Say it: THEE-sis

What it means: the central claim of an argument

Try the frame: The thesis (central idea) takes the position that ____.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that connects ideas

Try the frame: This transition connects ____.

The DOT Reading HABIT

Details. Organization. Theme.

Step	What I Do
D - Details	Collect exact supporting details that could serve as evidence for a reason.
O - Organization	Sort details under the claim and reason they truly support. Notice when a detail only mentions the topic but does not prove the idea.
T - Theme	Connect the evidence and Thinking to a lesson, big picture, or why the decision matters.

WORDS TO REMEMBER

Read for matched argument parts. Collect exact details, decide where they belong, and connect them to the big picture.

AS YOU READ

☐ Collect details ☐ Sort under a reason ☐ Connect to the theme

STUDENT SUPPORT - Another Way to Show What You Know

If sorting a detail is difficult, ask a partner:
Does this detail prove the reason, or does it only mention the same topic?

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	take a side and declare the why
R - Reasons	broad ideas that support the claim
E - Evidence	specific proof from the passage
A - Argument in logical order	put the ideas in an order that makes sense
T - Thinking / Explanation	explain how the evidence proves the reason
U - Understanding Others	acknowledge another reasonable viewpoint
R - Rebuttal	respectfully return the reasoning to your side
E - Ending	reinforce the claim without copying it
S - Significance / So What?	show why the decision matters beyond the paper

WORDS TO REMEMBER

Strong writers build papers piece by piece and make every piece belong.

THE ARGUMENT CHAIN

Prompt -> Claim -> Reasons -> Evidence -> Argument -> Thinking -> Understanding Others -> Rebuttal -> Ending -> Significance

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.

Strong Body Paragraph Structure

Inside the paper, each body paragraph follows the same order.

STRONG BODY PARAGRAPH STRUCTURE

Reason / Topic Sentence	name the reason that supports the claim
Evidence	give exact proof from the passage
Explanation	tell how the evidence proves the reason
Significant Inference	connect the proof to a lesson or the big picture

PAPER PIECES THAT MUST WORK TOGETHER

prompt • claim • evidence • explanation • significant inference

THEME IN ARGUMENTATIVE WRITING

A strong argument proves a side. A strong argument also teaches a lesson. Theme helps the audience see the big picture.

REMEMBER

Evidence, explanation, and significant inferencing must all match the claim and reason.

STUDENT SUPPORT - Another Way to Show What You Know

Read a body paragraph aloud. Ask: Does the evidence prove the reason, and does the last sentence sound like a big-picture thought?

Ready to Stretch? Take Your Thinking Further!

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

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 provides the big picture.

INDEPENDENT PRODUCT

I will build the full CREATURES path: a claim, three 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 do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

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:
The parts work together 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.

A Day That Changed

Passage 11 — High Stamina • Narrative • Part 1 of 3

AS YOU READ

Use the DOT habit for details. 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] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.

[4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

[5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."

[6] Jayden thought about how different the morning had been.

[7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."

[8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

[9] The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.

[10] Jayden raised his hand. "So weather is what happens today, but climate is what usually happens over many years?" he asked.

A Day That Changed - Continued 2

Passage 11 — High Stamina • Narrative • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, marking exact TRACKS evidence, and noticing which reason each detail could prove.

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

[11] "That's right," Ms. Rios said. "A single rainy day does not mean the climate has changed. Scientists study weather information for many years before describing a place's climate."

[12] The class talked about other examples. One student said that a snowy day in a usually warm place would be weather. Another student said that a desert having little rain year after year would describe climate. Jayden began to understand that both ideas were connected, but they were not the same.

[13] Ms. Rios gave each group a weather journal. She told the students they would observe the sky each afternoon for one week. They would write down the temperature, wind, clouds, and any rain. Then they would compare their notes.

[14] At recess, Jayden looked up at the sky again. This time, he noticed more than whether it was sunny or cloudy. He watched the direction the clouds moved. He felt the air on his face. He saw that the leaves on the trees moved a little, which meant the wind was light.

[15] "Today is warm and calm," Jayden wrote in his journal.

[16] The next day was different. The morning started cool, and the sky looked cloudy. By lunch, the sun peeked through the clouds, and the playground felt warmer. Jayden smiled when he noticed the change.

[17] "The weather changed again," he said to his friend Maya.

[18] Maya nodded. "But that still does not change the climate," she said. "Ms. Rios said climate takes a long time to describe."

[19] On Wednesday, the class looked at a map of the United States. Ms. Rios pointed to different places. Some places were usually cold in winter. Some places were usually hot and dry. Some places had rain during the year.

[20] "People use climate information to make choices," Ms. Rios explained. "Farmers think about climate when they decide which crops to grow. Families think about climate when they pack for trips."

[21] On Thursday, the students studied a picture of a desert. The land looked dry, and only a few plants grew there. Then they studied a picture of a forest with tall green trees.

A Day That Changed - Continued 3

Passage 11 — High Stamina • Narrative • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, marking exact TRACKS evidence, and noticing which reason each detail could prove.

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

[22] "Both places can have weather that changes from day to day," Ms. Rios said. "A desert can have a cloudy day. A forest can have a sunny day. But the climate of each place is based on what usually happens over a long time."

[23] Jayden wrote that idea carefully in his notebook.

[24] By Friday, the class had collected several days of weather notes. Some days were sunny. One day was cloudy. One day had light rain. The temperature changed a little each day too. Ms. Rios asked the students what their notes showed.

[25] "They show the weather for this week," Jayden said.

[26] "Exactly," Ms. Rios answered. "One week of notes helps us describe recent weather. To describe climate, we would need information from many years."

[27] Jayden looked back at his field day notes. At first, he had felt disappointed when the rain came. Now he understood why the change had happened. The atmosphere was always moving, and weather could shift quickly.

[28] That afternoon, the class went outside for science. The grass was still damp, but the sky was blue again. Ms. Rios asked everyone to stand quietly and observe.

[29] Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky. He knew he was describing weather because these were the conditions at that time and place.

[30] When he got home, Jayden told his family what he had learned. "Weather can change in a few hours," he said, "but climate is the usual pattern over a long time."

[31] His dad smiled. "That explains why we can have a cool rainy day even though we live in a place with hot summers."

[32] Jayden nodded. He no longer guessed that a sunny morning meant the whole day would stay sunny. Instead, he knew to observe, compare, and think about time. Field day had changed, but it had helped him understand an important science idea.

A Day That Changed - 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	“over a long period of time”	It fits because _____
R ■ Reactions	“The temperature dropped”	It fits because _____
A ▲ Actions	“the conditions began to change”	It fits because _____
C ★ Character, Concept, Creature	“Jayden”	It fits because _____
K ♦ Key Knowledge	“the condition of the atmosphere”	It fits because _____
S ▼ Scenery / Setting	“the sky was bright and clear”	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.

Understanding the Texas Regions

Passage 12 — High Stamina • Nonfiction • Part 1 of 4

AS YOU READ

Use the DOT habit for details. 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] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

[2] A region is an area that has certain features in common. In Texas, the four main physical regions are the Coastal Plains, the North Central Plains, the Great Plains, and the Mountains and Basins. Each region has land that looks different. Each region also has different weather patterns, plants, and ways people use the land. Some areas are better for farming because they get more rain. Other areas are better for ranching because they have wide grasslands. Some places have rivers and ports that help with trade, while other places have oil, gas, or minerals underground.

[3] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.

[4] Many people live in the Coastal Plains because the land and water support many different kinds of work. The rivers provide water for people, animals, farms, and businesses. The Gulf of Mexico is important because it supports fishing and shipping. Ships can carry goods to and from Texas through ports along the coast. A port is a place where ships load and unload goods. This helps Texas trade with other states and countries.

[5] Large cities are also found in the Coastal Plains. Houston, Corpus Christi, and Galveston are examples of cities in this region. Houston is an important city for business, energy, medicine, and transportation. Corpus Christi and Galveston are close to the Gulf, so they are connected to fishing, tourism, and shipping. Because the Coastal Plains has more rainfall than other regions, forests and farms are common. People grow crops, raise animals, and work in many different industries.

Understanding the Texas Regions - Continued 2

Passage 12 — High Stamina • Nonfiction • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, marking exact TRACKS evidence, and noticing which reason each detail could prove.

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

[6] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region.

[7] The land in the North Central Plains is not as flat as the Coastal Plains. It has hills, prairies, and open grasslands. A prairie is a large area of grassland. These grasslands are useful for cattle because the animals can graze. To graze means to eat grass in a field. Ranching became important in this region because there was enough open land for cattle. Farming is also important because the region receives some rainfall, but not as much as the Coastal Plains.

[8] Many communities in the North Central Plains are smaller than the large cities in the Coastal Plains. Some towns grew near farms, ranches, rivers, and railroads. People settled in places where they could find water, grow food, or move goods. The region's land and climate helped shape where people lived. Families often worked on farms or ranches, and towns provided stores, schools, churches, and other services.

[9] The North Central Plains also helped Texas grow because of its cattle industry. Cattle ranching became a major part of Texas history and culture. Cowboys, cattle drives, and ranches are often connected to this part of Texas. Even today, ranching and farming remain important to many communities in the region.

[10] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy.

[11] The Great Plains has flat land, high plains, and some canyons. The region does not receive as much rainfall as the eastern parts of Texas. Because the climate is drier, plants must be able to survive with less water. Grasses are common because they can grow in dry areas. Trees are less common because they need more water to survive.

Understanding the Texas Regions - Continued 3

Passage 12 — High Stamina • Nonfiction • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, marking exact TRACKS evidence, and noticing which reason each detail could prove.

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

[12] Farming in the Great Plains can be challenging because of the dry climate. Farmers must use water carefully. Some farmers use irrigation, which is a way to bring water to crops. Crops such as wheat, cotton, and corn may be grown in this region. Ranching is also important because cattle can graze on the open grasslands. The wide land gives ranchers space to raise animals.

[13] Strong winds are common in the Great Plains. These winds can make life difficult at times, but they can also be useful. Wind turbines are built in some areas to create electricity. A wind turbine is a tall machine with blades that turn when the wind blows. The movement of the blades helps produce energy. Wind energy is important because it uses a natural resource that does not run out quickly.

[14] The Great Plains also includes important landforms such as the Caprock Escarpment and Palo Duro Canyon. Palo Duro Canyon is one of the largest canyons in the United States. These landforms show how the surface of Texas changes from one region to another. Even though the Great Plains may look open and simple at first, it has many important natural features.

[15] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining.

[16] This region has the driest climate in Texas. Because it receives very little rain, there are fewer plants and fewer large cities. Many plants in this region are desert plants. Cacti, shrubs, and short grasses can survive with little water. Animals that live in this region must also be able to survive hot days, cool nights, and dry conditions.

[17] The land in the Mountains and Basins region is very different from the other regions of Texas. It has mountains, valleys, deserts, and basins. A basin is a low area of land that is often surrounded by higher land. The mountains make the region beautiful, but they also make travel and farming more difficult. Since the land is rocky and dry, fewer people live there compared to other regions.

Understanding the Texas Regions - Continued 4

Passage 12 — High Stamina • Nonfiction • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, marking exact TRACKS evidence, and noticing which reason each detail could prove.

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

[18] Even though fewer people live in the Mountains and Basins, the region is still important. Oil, gas, and minerals can be found underground. Mining is an economic activity in this region because people remove useful materials from the earth. Tourism is also important. Many people visit far West Texas to see mountains, desert land, and national parks. Big Bend National Park is located in this region. Visitors go there to hike, camp, and observe the natural beauty of Texas.

[19] Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live. By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.

[20] The Coastal Plains has more rain, more rivers, and more large cities. The North Central Plains has rolling hills, grasslands, farms, and ranches. The Great Plains has wide open spaces, dry land, strong winds, farming, ranching, and wind energy. The Mountains and Basins region has mountains, deserts, oil, gas, mining, and tourism.

[21] All four regions help make Texas a diverse state. Diverse means having many different parts or features. Texas is not the same from east to west or north to south. The land changes, the climate changes, and the ways people work change. These differences help explain why people settle in certain places and why different jobs are important in different areas.

[22] Understanding Texas regions helps students see how geography affects daily life. Geography is not only about maps. It is also about how land, water, climate, plants, animals, and people are connected. When people learn about the regions of Texas, they learn how the state's natural features shape its history, economy, and communities.

Understanding the Texas Regions - 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	“the largest region”	It fits because _____
R ■ Reactions	“how people live and work”	It fits because _____
A ▲ Actions	“Fishing, shipping, and jobs”	It fits because _____
C ★ Character, Concept, Creature	“The Coastal Plains”	It fits because _____
K ♦ Key Knowledge	“landforms, climate, vegetation”	It fits because _____
S ▼ Scenery / Setting	“dry deserts or wide, open plains”	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: The Writing Relay Tray

Become a writing detective. Decide which paper pieces belong together.

THE WRITING RELAY TRAY

Your teacher shows a tray of paper pieces - a prompt, a claim, evidence, an explanation, and a significant inferencing sentence. Some pieces belong together, and some do not. Your job is to figure out what belongs in a strong argumentative paper.

WOULD THESE BELONG?

Look at two pieces. Would this evidence belong with this claim? Maybe. Maybe not. That is what strong writers must decide.

My decision and why:

OUR HABIT TODAY

Strong writers build papers piece by piece and make every piece belong.

STUDENT SUPPORT - Another Way to Show What You Know

If deciding is hard, read the claim aloud first, then ask whether each piece proves that exact claim.

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 - Auditory Engagement: Listen for What Is Missing

Listen to the paper pieces. Which CREATURES job is missing?

LISTEN FOR WHAT IS MISSING

Your teacher reads a set of paper pieces. One important job is missing. Listen for the gap, name it, and tell what that missing piece would do for the reader.

ROUNDS

Round	What I Hear	Missing Job + Why
1	Claim + reason + evidence + significant inference, but no explanation.	
2	Reason + evidence + explanation + significant inference, but no claim.	
3	Claim + reasons + evidence + thinking + ending + significance, but no other viewpoint.	

FRESH RECALL

Cover your notes. Say the nine CREATURES jobs in order from memory: claim, reasons, evidence, argument, thinking, understanding others, rebuttal, ending, significance.

STUDENT SUPPORT - Another Way to Show What You Know

If naming the missing job is hard, point to the CREATURES chart and check each job off as you hear 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 1 - REVEAL: Connect the Parts

Review what you built, then connect the parts into one argument.

REVEAL THE BACKGROUND KNOWLEDGE

In Module 1, you learned that if you have to decide, declare the why. In Module 2, you magnified your thinking until you had three strong reasons. Today, you finish the work by connecting the parts.

THE ARGUMENT CHAIN

Prompt -> Claim -> Reasons -> Evidence -> Argument -> Thinking -> Understanding
Others -> Rebuttal -> Ending -> Significance

NOTICE AND DEFEND

Your evidence must support your reason. Your thinking must explain how the evidence proves the reason. Why does acknowledging another viewpoint and rebutting it make an argument stronger?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the claim once and draw an arrow from each reason to the evidence that proves 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 2 - ATTEMPT: CREATURES Build-a-Paper Challenge

The main game for the module - how to play.

THE GOAL

Build each CREATURES job in order so the argument moves from a clear claim to reasons and evidence, through logical thinking and another viewpoint, and finally back to your side with an ending and significance.

SET-UP

Work in pairs or groups of 3. Each group gets: 1 deck of prompt cards, 1 deck of claim cards, 1 set of reason strips carried forward from Module 2, 1 deck of evidence cards, 1 deck of explanation cards, 1 deck of significance / big-picture cards, 1 set of Understanding Others and Rebuttal sentence stems, and 1 game mat.

HOW TO PLAY

1. Draw one prompt card.
2. Search for the claim card that best matches the prompt.
3. Place the three reason strips from Module 2 in a logical order to build the Argument.
4. Find the evidence card that best proves the claim or reason.
5. Write the Thinking sentence that explains how the evidence supports the reason.
6. Add Understanding Others: state one reasonable opposing viewpoint.
7. Add Rebuttal: respectfully explain why your evidence still supports your side.
8. Add an Ending that reinforces the claim, then choose or write a Significance sentence.
9. Place the cards on the game mat, read the full set aloud, and record your strongest set.

BEFORE YOU CUT

Dashed lines mean CUT. Match the paper pieces first, then use the self-check backs. If a piece does not belong, do not force it - strong writers choose carefully.

STUDENT SUPPORT - Another Way to Show What You Know

No scissors needed: use the card ID printed on each card (for example P-A1 or E-T3) on the game mat 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.

CREATURES Build-a-Paper Challenge - Game Mat 1 of 2

Build from the prompt through the explanation.

PROMPT

CLAIM

REASONS (from Module 2)

EVIDENCE

ARGUMENT / LOGICAL ORDER

THINKING / EXPLANATION

CREATURES Build-a-Paper Challenge - Game Mat 2 of 2

Complete the response, then read the whole argument aloud.

UNDERSTANDING OTHERS

REBUTTAL

ENDING

SIGNIFICANCE

STUDENT SUPPORT - Another Way to Show What You Know

Return to Game Mat 1. Read every CREATURES job in order and explain how the ending and significance complete the argument.

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 1

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

PROMPT CARD P-A1

From "A Day That Changed"

"Explain whether or not careful weather observations should matter more than quick assumptions when people make decisions about current conditions."

PROMPT CARD P-A2

From "A Day That Changed"

"Explain whether or not students should use repeated weather observations to understand the difference between weather and climate."

PROMPT CARD P-A3

From "A Day That Changed"

"Explain whether or not careful observation should matter more than quick assumptions when people make decisions about weather."

PROMPT CARD P-A4

From "A Day That Changed"

"Explain whether or not communities should use current weather evidence when planning outdoor events."

Mirrored Backs - Prompt Cards 1

Check the CREATURES job only after your group commits.

PROMPT

BUILD-A-PAPER · A Day That
Changed · Card P-A2

PROMPT

BUILD-A-PAPER · A Day That
Changed · Card P-A1

PROMPT

BUILD-A-PAPER · A Day That
Changed · Card P-A4

PROMPT

BUILD-A-PAPER · A Day That
Changed · Card P-A3

CUT PAGE - Prompt Cards 2

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

PROMPT CARD P-A5

From "A Day That Changed"

"Explain whether or not people should check current weather evidence before making important outdoor plans."

PROMPT CARD P-A6

From "A Day That Changed"

"Explain whether or not long-term climate patterns should influence long-term planning."

PROMPT CARD P-T1

From "Understanding the Texas Regions"

"Explain whether or not all four Texas regions should be valued as important parts of the state."

PROMPT CARD P-T2

From "Understanding the Texas Regions"

"Explain whether or not students should study all four Texas regions."

Mirrored Backs - Prompt Cards 2

Check the CREATURES job only after your group commits.

PROMPT

**BUILD-A-PAPER · A Day That
Changed · Card P-A6**

PROMPT

**BUILD-A-PAPER · A Day That
Changed · Card P-A5**

PROMPT

**BUILD-A-PAPER · Understanding the
Texas Regions · Card P-T2**

PROMPT

**BUILD-A-PAPER · Understanding the
Texas Regions · Card P-T1**

CUT PAGE - Prompt Cards 3

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

PROMPT CARD P-T3

From "Understanding the Texas Regions"

"Explain whether or not Texas geography should be considered important for understanding how people and communities live and work."

PROMPT CARD P-T4

From "Understanding the Texas Regions"

"Explain whether or not learning about all four Texas regions helps people appreciate the state more."

PROMPT CARD P-T5

From "Understanding the Texas Regions"

"Explain whether or not the four Texas regions should be seen as equally important parts of the state."

PROMPT CARD P-T6

From "Understanding the Texas Regions"

"Explain whether or not comparing Texas regions is a valuable way to learn about Texas."

Mirrored Backs - Prompt Cards 3

Check the CREATURES job only after your group commits.

PROMPT

**BUILD-A-PAPER · Understanding the
Texas Regions · Card P-T4**

PROMPT

**BUILD-A-PAPER · Understanding the
Texas Regions · Card P-T3**

PROMPT

**BUILD-A-PAPER · Understanding the
Texas Regions · Card P-T6**

PROMPT

**BUILD-A-PAPER · Understanding the
Texas Regions · Card P-T5**

CUT PAGE - Thesis (Central Idea) / Claim Cards 1

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

CLAIM CARD C-A1

From "A Day That Changed"

"Careful weather observations should matter more than quick assumptions because weather can change quickly and current evidence describes what is actually happening."

CLAIM CARD C-A2

From "A Day That Changed"

"Students should use repeated weather observations to understand weather and climate because time and evidence help separate short-term conditions from long-term patterns."

CLAIM CARD C-A3

From "A Day That Changed"

"Careful observation should matter more than quick assumptions because a first impression can become inaccurate as weather changes."

CLAIM CARD C-A4

From "A Day That Changed"

"Communities should use current weather evidence when planning outdoor events because conditions can shift within hours."

Mirrored Backs - Thesis (Central Idea) / Claim Cards 1

Check the CREATURES job only after your group commits.

CLAIM BUILD-A-PAPER · A Day That Changed · Card C-A2	CLAIM BUILD-A-PAPER · A Day That Changed · Card C-A1
CLAIM BUILD-A-PAPER · A Day That Changed · Card C-A4	CLAIM BUILD-A-PAPER · A Day That Changed · Card C-A3

✂ CUT PAGE - Thesis (Central Idea) / Claim Cards 2

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

CLAIM CARD C-A5

From "A Day That Changed"

"People should check current weather evidence before making outdoor plans because earlier conditions may no longer describe what is happening."

CLAIM CARD C-A6

From "A Day That Changed"

"Long-term climate patterns should influence long-term planning because climate describes what is usual over many years rather than one unusual day."

CLAIM CARD C-T1

From "Understanding the Texas Regions"

"All four Texas regions should be valued because each contributes distinct landforms, climate conditions, resources, economic activities, and communities."

CLAIM CARD C-T2

From "Understanding the Texas Regions"

"Students should study all four Texas regions because no single region represents the full geography of Texas."

Mirrored Backs - Thesis (Central Idea) / Claim Cards 2

Check the CREATURES job only after your group commits.

CLAIM BUILD-A-PAPER · A Day That Changed · Card C-A6	CLAIM BUILD-A-PAPER · A Day That Changed · Card C-A5
CLAIM BUILD-A-PAPER · Understanding the Texas Regions · Card C-T2	CLAIM BUILD-A-PAPER · Understanding the Texas Regions · Card C-T1

CUT PAGE - Thesis (Central Idea) / Claim Cards 3

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

CLAIM CARD C-T3

From "Understanding the Texas Regions"

"Texas geography should be considered important because land, climate, water, vegetation, and resources shape how communities live and work."

CLAIM CARD C-T4

From "Understanding the Texas Regions"

"Learning about all four Texas regions helps people appreciate the state because Texas includes many different landscapes, resources, jobs, and ways of life."

CLAIM CARD C-T5

From "Understanding the Texas Regions"

"The four Texas regions should be seen as equally important because each one contributes different resources, economic activities, landforms, and communities."

CLAIM CARD C-T6

From "Understanding the Texas Regions"

"Comparing Texas regions is a valuable way to learn about Texas because comparison reveals how geography shapes settlement, work, and daily life."

Mirrored Backs - Thesis (Central Idea) / Claim Cards 3

Check the CREATURES job only after your group commits.

CLAIM BUILD-A-PAPER · Understanding the Texas Regions · Card C-T4	CLAIM BUILD-A-PAPER · Understanding the Texas Regions · Card C-T3
CLAIM BUILD-A-PAPER · Understanding the Texas Regions · Card C-T6	CLAIM BUILD-A-PAPER · Understanding the Texas Regions · Card C-T5

CUT PAGE - Evidence Cards 1

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

EVIDENCE CARD E-A1

From "A Day That Changed"

"Jayden assumes the sunny morning will continue, but the wind strengthens, gray clouds arrive, the temperature drops, and rain begins before lunch."

EVIDENCE CARD E-A2

From "A Day That Changed"

"Ms. Rios explains that weather describes the condition of the atmosphere at a certain time and place and can change quickly."

EVIDENCE CARD E-A3

From "A Day That Changed"

"Ms. Rios explains that climate describes the usual weather patterns of a place over a long period of time."

EVIDENCE CARD E-A4

From "A Day That Changed"

"The class learns that a single rainy day does not mean the climate has changed."

Mirrored Backs - Evidence Cards 1

Check the CREATURES job only after your group commits.

EVIDENCE BUILD-A-PAPER · A Day That Changed · Card E-A2	EVIDENCE BUILD-A-PAPER · A Day That Changed · Card E-A1
EVIDENCE BUILD-A-PAPER · A Day That Changed · Card E-A4	EVIDENCE BUILD-A-PAPER · A Day That Changed · Card E-A3

CUT PAGE - Evidence Cards 2

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

EVIDENCE CARD E-A5

From "A Day That Changed"

"Jayden's class records temperature, wind, clouds, and rain in a weather journal so they can compare conditions."

EVIDENCE CARD E-A6

From "A Day That Changed"

"Ms. Rios explains that one week of notes shows recent weather, while describing climate requires information from many years."

EVIDENCE CARD E-T1

From "Understanding the Texas Regions"

"The Coastal Plains has flat land, rivers, frequent rainfall, farming, fishing, shipping, and large cities."

EVIDENCE CARD E-T2

From "Understanding the Texas Regions"

"The North Central Plains has rolling hills, grasslands, moderate rainfall, farming, and cattle ranching."

Mirrored Backs - Evidence Cards 2

Check the CREATURES job only after your group commits.

EVIDENCE

BUILD-A-PAPER · A Day That
Changed · Card E-A6

EVIDENCE

BUILD-A-PAPER · A Day That
Changed · Card E-A5

EVIDENCE

BUILD-A-PAPER · Understanding the
Texas Regions · Card E-T2

EVIDENCE

BUILD-A-PAPER · Understanding the
Texas Regions · Card E-T1

CUT PAGE - Evidence Cards 3

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

EVIDENCE CARD E-T3

From "Understanding the Texas
Regions"

**"The Great Plains is drier and windier
and supports farming, ranching,
irrigation, and wind energy."**

EVIDENCE CARD E-T4

From "Understanding the Texas
Regions"

**"The Mountains and Basins has
mountains, deserts, very little rainfall,
oil, gas, mining, and tourism."**

EVIDENCE CARD E-T5

From "Understanding the Texas
Regions"

**"The passage explains that
landforms, climate, vegetation, and
economic activities affect how people
live in each region."**

EVIDENCE CARD E-T6

From "Understanding the Texas
Regions"

**"The passage explains that all four
regions have unique features and
each plays an important role in
Texas."**

Mirrored Backs - Evidence Cards 3

Check the CREATURES job only after your group commits.

EVIDENCE

**BUILD-A-PAPER · Understanding the
Texas Regions · Card E-T4**

EVIDENCE

**BUILD-A-PAPER · Understanding the
Texas Regions · Card E-T3**

EVIDENCE

**BUILD-A-PAPER · Understanding the
Texas Regions · Card E-T6**

EVIDENCE

**BUILD-A-PAPER · Understanding the
Texas Regions · Card E-T5**

CUT PAGE - Explanation Cards 1

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

EXPLANATION CARD X-A1

From "A Day That Changed"

"This evidence shows that current observations are necessary because weather can change after an earlier observation."

EXPLANATION CARD X-A2

From "A Day That Changed"

"This detail proves that weather describes short-term conditions rather than a permanent pattern."

EXPLANATION CARD X-A3

From "A Day That Changed"

"This evidence shows why one day cannot be used to describe climate."

EXPLANATION CARD X-A4

From "A Day That Changed"

"This detail shows that repeated observations allow students to compare changing conditions instead of guessing."

Mirrored Backs - Explanation Cards 1

Check the CREATURES job only after your group commits.

EXPLANATION

BUILD-A-PAPER · A Day That
Changed · Card X-A2

EXPLANATION

BUILD-A-PAPER · A Day That
Changed · Card X-A1

EXPLANATION

BUILD-A-PAPER · A Day That
Changed · Card X-A4

EXPLANATION

BUILD-A-PAPER · A Day That
Changed · Card X-A3

CUT PAGE - Explanation Cards 2

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

EXPLANATION CARD X-A5

From "A Day That Changed"

"This evidence connects the amount of time observed to the kind of conclusion a person can make."

EXPLANATION CARD X-A6

From "A Day That Changed"

"This shows that strong decisions about current weather should be based on current evidence."

EXPLANATION CARD X-T1

From "Understanding the Texas Regions"

"This evidence shows that land and climate create different opportunities for work in different regions."

EXPLANATION CARD X-T2

From "Understanding the Texas Regions"

"This detail helps readers see why cattle ranching, farming, shipping, energy, mining, and tourism are not equally common everywhere."

Mirrored Backs - Explanation Cards 2

Check the CREATURES job only after your group commits.

EXPLANATION

**BUILD-A-PAPER · A Day That
Changed · Card X-A6**

EXPLANATION

**BUILD-A-PAPER · A Day That
Changed · Card X-A5**

EXPLANATION

**BUILD-A-PAPER · Understanding the
Texas Regions · Card X-T2**

EXPLANATION

**BUILD-A-PAPER · Understanding the
Texas Regions · Card X-T1**

CUT PAGE - Explanation Cards 3

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

EXPLANATION CARD X-T3

From "Understanding the Texas
Regions"

**"This evidence shows that water and
climate influence what plants grow
and how people use the land."**

EXPLANATION CARD X-T4

From "Understanding the Texas
Regions"

**"This shows that regional differences
can influence where communities
grow and what jobs are available."**

EXPLANATION CARD X-T5

From "Understanding the Texas
Regions"

**"This detail explains why no single
region can represent all of Texas
geography."**

EXPLANATION CARD X-T6

From "Understanding the Texas
Regions"

**"This evidence connects physical
geography to the economy and daily
life of Texans."**

Mirrored Backs - Explanation Cards 3

Check the CREATURES job only after your group commits.

EXPLANATION BUILD-A-PAPER · Understanding the Texas Regions · Card X-T4	EXPLANATION BUILD-A-PAPER · Understanding the Texas Regions · Card X-T3
EXPLANATION BUILD-A-PAPER · Understanding the Texas Regions · Card X-T6	EXPLANATION BUILD-A-PAPER · Understanding the Texas Regions · Card X-T5

✂ CUT PAGE - Significant Inferencing Cards 1

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

SIGNIFICANCE CARD S-A1

From "A Day That Changed"

"Ultimately, people make stronger decisions when they update their thinking as new weather evidence appears."

SIGNIFICANCE CARD S-A2

From "A Day That Changed"

"As you can see, one unusual day should not be confused with a long-term climate pattern."

SIGNIFICANCE CARD S-A3

From "A Day That Changed"

"The big picture is that careful observation can replace an assumption with a more accurate conclusion."

SIGNIFICANCE CARD S-A4

From "A Day That Changed"

"This teaches readers that evidence becomes stronger when it is collected and compared over time."

Mirrored Backs - Significant Inferencing Cards 1

Check the CREATURES job only after your group commits.

SIGNIFICANCE
BUILD-A-PAPER · A Day That
Changed · Card S-A2

SIGNIFICANCE
BUILD-A-PAPER · A Day That
Changed · Card S-A1

SIGNIFICANCE
BUILD-A-PAPER · A Day That
Changed · Card S-A4

SIGNIFICANCE
BUILD-A-PAPER · A Day That
Changed · Card S-A3

CUT PAGE - Significant Inferencing Cards 2

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

SIGNIFICANCE CARD S-A5

From "A Day That Changed"

"Everyone can benefit when plans respond to actual conditions instead of first impressions."

SIGNIFICANCE CARD S-A6

From "A Day That Changed"

"One lesson we can learn is that time matters when people decide whether they are describing weather or climate."

SIGNIFICANCE CARD S-T1

From "Understanding the Texas Regions"

"Ultimately, Texas is easier to understand when all four regions are studied together."

SIGNIFICANCE CARD S-T2

From "Understanding the Texas Regions"

"As you can see, different regions can contribute different resources and still be equally important to the state."

Mirrored Backs - Significant Inferencing Cards 2

Check the CREATURES job only after your group commits.

SIGNIFICANCE
BUILD-A-PAPER · A Day That
Changed · Card S-A6

SIGNIFICANCE
BUILD-A-PAPER · A Day That
Changed · Card S-A5

SIGNIFICANCE
BUILD-A-PAPER · Understanding the
Texas Regions · Card S-T2

SIGNIFICANCE
BUILD-A-PAPER · Understanding the
Texas Regions · Card S-T1

CUT PAGE - Significant Inferencing Cards 3

Cut on the dashed lines. Keep each idea inside its card. Match first; flip second.

SIGNIFICANCE CARD S-T3

From "Understanding the Texas Regions"

"The big picture is that geography helps explain why communities, jobs, and ways of life differ across Texas."

SIGNIFICANCE CARD S-T4

From "Understanding the Texas Regions"

"Everyone can benefit from understanding how land, climate, water, and resources influence human choices."

SIGNIFICANCE CARD S-T5

From "Understanding the Texas Regions"

"This teaches readers that a diverse state depends on many different physical regions and economic activities."

SIGNIFICANCE CARD S-T6

From "Understanding the Texas Regions"

"One lesson we can learn is that comparing regions reveals connections among land, resources, work, and settlement."

Mirrored Backs - Significant Inferencing Cards 3

Check the CREATURES job only after your group commits.

SIGNIFICANCE BUILD-A-PAPER · Understanding the Texas Regions · Card S-T4	SIGNIFICANCE BUILD-A-PAPER · Understanding the Texas Regions · Card S-T3
SIGNIFICANCE BUILD-A-PAPER · Understanding the Texas Regions · Card S-T6	SIGNIFICANCE BUILD-A-PAPER · Understanding the Texas Regions · Card S-T5

✂ CUT PAGE - Reason Strips and Sentence Stems

Cut the blank reason strips and the sentence stems. Add your three Module 2 reasons.

REASON STRIP 1

Carry a reason forward from Module
2.

REASON STRIP 2

Carry a reason forward from Module
2.

REASON STRIP 3

Carry a reason forward from Module
2.

UNDERSTANDING OTHERS + REBUTTAL STEM

“Some readers may believe

_____. However, _____
because _____.”

Mirrored Backs - Reason Strips and Sentence Stems

Use these self-check backs to identify each strip after you commit.

REASON 2

BUILD-A-PAPER · Reason Strip · from
Module 2

REASON 1

BUILD-A-PAPER · Reason Strip · from
Module 2

UNDERSTANDING OTHERS + REBUTTAL

BUILD-A-PAPER · Sentence Stem

REASON 3

BUILD-A-PAPER · Reason Strip · from
Module 2

CREATURES Build-a-Paper Challenge - My Recording Sheet

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

MY STRONGEST SET

Prompt	
Claim	
Three reasons in logical order	
Evidence	
Thinking / explanation	
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

Why do some card combinations work well while others feel weak? Explain, do not merely label.

TALK IT THROUGH

What helped you know one claim matched a prompt better than another?

How did you decide which evidence really supported the claim?

What is the difference between evidence and explanation?

Why is the significant inferencing sentence important in argumentative writing?

CONNECT TO THE ESSENTIAL QUESTION

How do all the parts of your paper work together to make one strong argument?

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Evidence is from the text, but explanation tells what the evidence means. Theme helps the argument sound meaningful.

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 AGAIN: Finish My Paper Pieces

Choose one prompt and build the full CREATURES path from scratch.

CHOOSE ONE PROMPT

- ☐ Explain whether or not students should use repeated observations to understand the difference between weather and climate.
- ☐ Explain whether or not all four Texas regions should be valued as important parts of the state.
- ☐ Explain whether or not learning geography helps people understand a community better.
- ☐ Explain whether or not careful observation should matter more than quick assumptions.

MY CREATURES PLAN

Claim:

Three reasons in logical order:

One strong piece of evidence:

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.

Finish My Paper Pieces - Thinking, Viewpoint, Ending, and Significance

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

THINKING / EXPLANATION

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 readers may believe ____.
However, ____ because ____.

ENDING + SIGNIFICANCE

Reinforce the claim without copying it, then show why the decision matters. Make it sound like a lesson learned or a big-picture thought.

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.

Finish My Paper Pieces - 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 3 - Coherence and Conventions Sweep

Revise for coherence by adding, deleting, and rearranging, then edit your conventions.

ADD, DELETE, REARRANGE

Read your draft. ADD one idea that makes a paragraph clearer. DELETE one piece that does not belong. REARRANGE the reasons into the most logical order.

What I added:

What I deleted:

New order of my reasons:

CONVENTIONS CHECK

Edit for standard English conventions.

- Complete sentences - no run-ons or fragments.
- Subject-verb agreement.
- Commas in compound sentences.
- Grade-appropriate spelling.

MY EDITED SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Read your draft aloud to catch run-ons and missing commas. You still decide what to change.

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

An award counts when you point to connected writing in your own work.

CREATURES BUILDER BADGE

Draw nine connected footprints or boxes and label them C-R-E-A-T-U-R-E-S. Under each letter, write the job it represents.

ARGUMENT APPLAUSE

Class cheer: "Piece by piece, we build it right! Every part connects and holds on tight!"

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.

CHOOSE ONE GOAL

- ☐ Claim clarity ☐ Logical reasons
☐ Evidence match ☐ Deeper Thinking
☐ Stronger counterargument / rebuttal ☐ Ending
☐ Significance ☐ Overall coherence

CURIOSITY QUESTIONS

- Why do some arguments sound more convincing than others?
- How does theme make a paper stronger?
- Why does explanation matter just as much as evidence?
- How can a lesson from science or geography help people make better decisions today?

BUILD A PRECISE TARGET

My next goal as an argumentative writer is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Use the goal choices 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

Turn and teach: your explanation is proof of your understanding.

TURN AND TEACH CREATURES

Teach your partner how CREATURES helps build an argumentative paper. Name each letter in order, then explain which part is hardest for you and what helps you improve it. Use an example from today.

MY TEACHING CARD

CREATURES helps me remember:

A claim must:

Evidence matters because:

Thinking is different from evidence because:

Understanding Others helps my argument because:

A strong Significance sentence sounds like:

LISTENER RESPONSIBILITIES

- Name the nine CREATURES jobs in order.
- Listen for one example.
- Ask why the writer includes another viewpoint.
- Check that the ending and significance are different jobs.

REHEARSE

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

MY THINKING NOW

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

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

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



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

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

BEFORE - NAME THE JOBS

Name as many CREATURES jobs as you can and explain the difference between evidence and explanation.

My jobs:

DURING - JUSTIFY A CARD

Point to one card and explain why it belongs, or identify a mismatched piece of proof.

My card and why:

AFTER - EXIT CHECK

Did I clearly answer the prompt, organize three reasons, use passage evidence, explain the proof, acknowledge and rebut another viewpoint, reinforce the claim, and finish with significance?

☐ Yes ☐ Almost ☐ Not yet

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 Finish My Paper Pieces 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, not just feelings.

AWARD

Circle the strongest paper piece you wrote and label it: “This works because ____.”

Choose the part you are proudest of: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, or Significance.

TARGET

Choose one teacher-source goal: claim clarity, logical reasons, evidence match, deeper Thinking, stronger counterargument/rebuttal, Ending, Significance, or overall coherence. Complete: “My next goal as an argumentative writer is to ____.” Then name one question this lesson made you curious about.

EXPLAIN

Teach the nine CREATURES jobs in order. Use one matched claim, reason, evidence, explanation, and significance set from this module to show how every piece makes the argument clear, supported, logical, and meaningful.

I Can...	Not Yet	With Support	Independently
State a clear claim that answers the prompt	☐	☐	☐
Organize three distinct reasons in logical order	☐	☐	☐
Select relevant evidence that supports a reason	☐	☐	☐
Write Thinking that explains instead of repeats	☐	☐	☐
Acknowledge and rebut another viewpoint	☐	☐	☐
Write an Ending that reinforces the claim	☐	☐	☐
Write Significance that shows why the decision matters	☐	☐	☐
Explain how all CREATURES parts work together	☐	☐	☐

Day 5 - Writing Opportunity - Full CREATURES Response

Choose one source prompt and build the complete path.

CHOOSE ONE SOURCE PROMPT

- ☐ Explain whether or not students should observe the weather carefully before making plans.
- ☐ Explain whether or not all four Texas regions should be valued as important parts of the state.
- ☐ Explain whether or not keeping a weather journal helps people understand the difference between weather and climate.
- ☐ Explain whether or not the resources of a region should shape how people live and work.

BUILD THE COMPLETE PATH

Claim, three Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

MY FIRST DECISION

Prompt I chose:

Passage pages I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Read all four prompts aloud. Choose the one whose evidence you can build most clearly. Then reread the passage 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 CREATURES Response

Organize every part before you draft.

1. CLAIM - Take a side and declare the why

2. REASONS - Three reasons in a logical order

3. EVIDENCE + THINKING - Proof for each reason, then explain it

4. UNDERSTANDING OTHERS + REBUTTAL + ENDING + SIGNIFICANCE

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.

CREATURES Draft - Page 1

Keep every piece connected to the claim.

PIECE CHECK

After each piece, ask: Does it prove the claim, and does it do a different CREATURES job than the pieces around it?

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 no margins, text, or other markings on the paper.

CREATURES Draft - Page 2

Continue only if you need more space. Stronger does not mean longer.

REVISION PASS

Underline the claim, number the reasons, box the evidence, circle the Thinking, bracket Understanding Others and Rebuttal, and star the sentence that gives the big picture.

[illegible]

Revise, Edit, and Share

Revise for coherence, run the Conventions Sweep, then explain one decision.

REVISE

Read your draft aloud.

ADD one idea that makes a paragraph clearer:

DELETE one piece that does not clearly belong:

EDIT - Conventions Sweep

☐ Complete sentences ☐ Subject-verb agreement ☐ Commas in compound sentences ☐ Spelling

My edited sentence:

SHARE

My partner heard a complete argument when I _____ because

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.

Tiny Tracks

Did your independent response connect every CREATURES part?

Tiny Tracks

Small Steps. 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!

Point to your claim and your significance. Defend how the pieces in between connect them into one argument.

PROOF OF TRANSFER

I knew I could use the CREATURES habit in a new response because on page _____ I

READY TO STRETCH? - Argument Architect Studio

Move beyond matching pieces and design a stronger argument with precision.

DIRECTIONS

Build a full CREATURES response, then improve it. Strengthen the claim and the Thinking, add a fair counterargument and a respectful rebuttal, deepen the Significance, and defend why your final arrangement is strongest.

EXTENDED CHALLENGE

Add one original CREATURES piece not found in the card deck: an original Thinking sentence, an original Understanding Others + Rebuttal pair, or an original Significance sentence.

COMPARE AND DEFEND

Compare two possible card combinations. Which creates a stronger paper, and why?

THEME EXTENSION

How does this paper teach a lesson about evidence, patterns, geography, or informed decisions beyond the immediate topic?

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...

My next cognitive address is...

MODULE 3 CLOSING IDEA

CREATURES makes each part of an argument do a clear job. The claim takes a position; reasons and evidence build support; argument and thinking organize and explain the proof; understanding others and rebuttal address another reasonable viewpoint; the ending reinforces the claim; and significance shows why the decision matters beyond the paper. When the parts connect, the response becomes logical, convincing, respectful, and meaningful.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 3.

OUR ESSENTIAL QUESTION

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

My Answer

I use CREATURES so every part does its job: my Claim takes a position, my Reasons and Evidence build support, my Argument and Thinking organize and explain the proof, Understanding Others and Rebuttal answer another view, my Ending reinforces the claim, and Significance shows why it matters. When the parts connect, my paper is logical, convincing, respectful, and meaningful.

STUDENT SUPPORT - Another Way to Show What You Know

Start by checking the parts: My claim is ____, my strongest reason is ____, and my ending shows ____.

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



Beginning and Ending an Argumentative Letter

Writing for a Real Audience



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

An argument still needs a claim and proof — now it also needs a reader.

WHY THIS MODULE MATTERS

In this module you move from an argumentative paper to an argumentative letter. The argument still needs a clear claim and real proof, but now you write to a specific reader. The recipient changes your greeting, your register, your wording, and your closing. When you begin and end a letter with purpose, your reader remembers why your idea matters.

Essential Question

How does writing for a real audience change the way we begin, support, and end an argumentative letter?

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
- 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 and how a student can say the same standard.

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my first draft by choosing the letter genre that fits my topic, purpose, and audience.

TEKS 11(B)(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 introduction.

TEKS 11(B)(iii) - 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 conclusion that ends with a big-picture thought.

TEKS 11(B)(iv) - 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 an engaging idea with relevant details my reader will care about.

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my letter is clearer and sounds better.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my letter sounds respectful and convincing.

TEKS 11(E)(i) - Official Standard

publish written work for appropriate audiences

HOW I SAY THE STANDARD!

I can publish my letter for the real audience who will read it.

TEKS 12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an argumentative letter using the parts readers expect.

The Standards I Am Learning - Part 3

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

TEKS 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices so my argumentative letter works well.

TEKS 7(C) - 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 you can say the same standard.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose and audience

HOW I SAY THE STANDARD!

I can use language that fits my reader and my argument.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits my reader and my argument.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits my reader and my argument.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use language that fits my reader and my argument.

ELPS 4(F)(vi) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for [a] specific audience

HOW I SAY THE STANDARD!

I can use language that fits my reader and my argument.

My Module 4 Learning Launchpad

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

I CAN

- shape an argumentative letter for a real audience with a clear claim, support, respectful tone, and meaningful ending.
- choose a greeting, register, and closing that fit my recipient.
- begin with a clear purpose and claim and end with a big-picture thought.
- 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 words and tone.
- use text evidence, write independently, and explain my thinking to others.
- revise my opening and ending so the letter sounds respectful, purposeful, and complete.

LEARNING DESTINATION

I will build an argumentative letter: name my reader, write a respectful greeting, open with a clear claim, choose support my reader cares about, and end with a meaningful big-picture thought and a respectful closing.

MY LAUNCHPAD PROMISE

The letter HABIT 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 the audience and purpose	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose a greeting and register that fit	a lot / a little / new	a lot / a little / new	a lot / a little / new
Begin with a clear purpose and claim	a lot / a little / new	a lot / a little / new	a lot / a little / new
Select relevant support from a passage	a lot / a little / new	a lot / a little / new	a lot / a little / new
End with a meaningful big-picture thought	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.

begin

Say it: bih-GIN

What it means: to start

Try the frame: I will begin with ____.

end

Say it: END

What it means: to finish

Try the frame: I will end by ____.

idea

Say it: eye-DEE-uh

What it means: a thought or belief

Try the frame: My main idea is ____.

letter

Say it: LET-ur

What it means: a written message sent to someone

Try the frame: My letter is written to ____.

message

Say it: MES-ij

What it means: what the writer wants the reader to understand

Try the frame: My message is ____.

Tier 1 Vocabulary

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

polite

Say it: puh-LYT

What it means: showing good manners

Try the frame: This sounds polite because ____.

proof

Say it: PROOF

What it means: information that shows a claim is sound

Try the frame: My proof is ____.

reader

Say it: REE-dur

What it means: the person who reads a message

Try the frame: My reader needs to know ____.

reason

Say it: REE-zun

What it means: why something is true or important

Try the frame: One reason is ____.

voice

Say it: VOYS

What it means: the way a writer sounds

Try the frame: My writing voice sounds ____.

Tier 2 Vocabulary

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

audience

Say it: AW-dee-ens

What it means: the intended reader of a message

Try the frame: My audience is ____.

claim

Say it: KLAYM

What it means: the writer's clear argumentative position

Try the frame: My claim is ____.

closing

Say it: KLOH-zing

What it means: the words and final thought used to end a letter

Try the frame: My closing fits because ____.

correspondence

Say it: kor-uh-SPON-dens

What it means: written communication to a specific person or group

Try the frame: This correspondence is written to ____.

evidence

Say it: EV-ih-dens

What it means: specific details used as proof

Try the frame: One piece of evidence is ____.

Tier 2 Vocabulary

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

greeting

Say it: GREE-ting

What it means: the respectful opening of a letter

Try the frame: My greeting is ____.

purpose

Say it: PUR-pus

What it means: the reason the writer is communicating

Try the frame: My purpose is ____.

recipient

Say it: rih-SIP-ee-ent

What it means: the person who receives the letter

Try the frame: The recipient is ____.

respectful

Say it: rih-SPEKT-ful

What it means: showing consideration through appropriate tone and language

Try the frame: This sounds respectful because ____.

support

Say it: suh-PORT

What it means: reasons and proof that strengthen the claim

Try the frame: My support shows ____.

Tier 3 Vocabulary

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

argumentative

Say it: ar-gyuh-MEN-tuh-tiv

What it means: presenting a position with reasons and evidence

Try the frame: My argumentative letter claims ____.

climate

Say it: KLY-mit

What it means: the usual weather patterns of a place over a long time

Try the frame: Our climate is usually ____.

geography

Say it: jee-OG-ruh-fee

What it means: the study of land, water, climate, and how people use them

Try the frame: Geography shapes ____.

persuade

Say it: per-SWAYD

What it means: to make someone believe something by giving reasons

Try the frame: To persuade my reader, I ____.

region

Say it: REE-jun

What it means: an area of land that shares common features

Try the frame: Each Texas region has ____.

Tier 3 Vocabulary

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

register

Say it: REJ-uh-ster

What it means: language chosen to fit an audience and situation

Try the frame: My register fits my reader because ____.

resources

Say it: REE-sor-siz

What it means: useful materials such as oil, water, or soil

Try the frame: The resources of a region help people ____.

settlement

Say it: SET-ul-munt

What it means: a place where people come to live and work

Try the frame: People built a settlement here because ____.

significance

Say it: sig-NIF-ih-kuns

What it means: why something matters beyond the immediate topic

Try the frame: The significance of my claim is ____.

weather

Say it: WETH-ur

What it means: the condition of the air at a certain time and place

Try the frame: The weather changed when ____.

The DOT Reading HABIT

Details. Organization. Theme.

Step	What It Means
D - Details	Mark passage details that could convince a real audience.
O - Organization	Notice how greeting, introduction, claim, support, closing thought, closing, and signature work together.
T - Theme	Identify the big picture or lesson a strong closing can leave with the reader.

WORDS TO REMEMBER

Mark the Details. Notice the Organization. Find the Theme.

AS YOU READ

☐ Mark details for a real audience ☐ TAP the TRACKS ☐ Ask which detail my reader would care about

STUDENT SUPPORT - Another Way to Show What You Know

Circle a detail and tell a partner which reader it would convince.

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.

Parts of an Argumentative Letter

Argument + Audience = Argumentative Letter. Every part has a job.

Letter Part	What It Does
Greeting	Tells who you are writing to (Dear _____).
Introduction	Explains why you are writing.
Claim	Tells your side.
Support	Explains why your side makes sense, using passage evidence.
Closing Thought	Leaves the reader with a big idea, lesson learned, or theme.
Closing	Politely ends the letter (Sincerely, Respectfully,).
Signature	Shows who wrote the letter.

OUR HABIT TODAY

Strong writers shape their message for the person who will read it. The argument still needs a claim, reasons, evidence, explanation, and big-picture thinking. Audience changes the greeting, register, wording, and closing.

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.

Letter Beginnings and Endings

A strong letter needs a respectful opening and a meaningful closing.

LETTER BEGINNINGS

Dear _____, I am writing to share my thoughts about _____. I believe _____ because _____.

LETTER ENDINGS

Thank you for considering my ideas. I hope you will think about this carefully. As you can see, _____. Ultimately, _____.

RESPECTFUL CLOSINGS

Sincerely, Respectfully, Your Student, A Thoughtful Learner, A Concerned Student, From a Curious Writer,

THEME IN A LETTER

Strong letters do more than state an opinion. Strong letters teach a lesson or reveal a big picture. A good ending leaves the reader thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Read one beginning and one ending aloud. Choose the pair that 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.

Study a Complete Argumentative Letter

See how the parts work together for a real audience.

PROMPT

Explain in a letter to your teacher whether or not all four Texas regions should be valued as important parts of the state.

TEACHER MODEL

Dear Teacher,

I am writing to share why I believe all four Texas regions should be valued as important parts of the state. Each region should be valued because each one has different landforms, climate, resources, and economic activities. In the passage, the Coastal Plains has rivers and shipping, the Great Plains has strong winds and wind energy, and the Mountains and Basins has mountains, deserts, oil, gas, and mining. This shows that no single region represents the whole state. Ultimately, understanding every region helps people gain a fuller and more accurate picture of Texas.

Sincerely, A Thoughtful Student

NOTICE AND NAME

- The greeting identifies a real audience.
- The introduction explains the purpose and states a claim.
- The evidence names specific features and resources from three Texas regions.
- The closing thought communicates a big-picture idea about geography and how regions shape Texas.

STUDENT SUPPORT - Another Way to Show What You Know

Read one part at a time. You still explain how the closing thought leaves a big picture.

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 does writing for a real audience change the way we begin, support, and end an argumentative 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: My reader is ____, so I should _____. 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.

A Day That Changed

Passage 11 — Very High Stamina • Story • Part 1 of 5

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail would convince a real reader.

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

[1] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. “It’s going to be a great day,” he said as he grabbed his backpack and headed to school.

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. “What happened to the sunshine?” he asked.

[4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

[5] “This is weather,” she said. “Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours.”

[6] Jayden thought about how different the morning had been.

[7] “Climate,” Ms. Rios continued, “describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers.”

[8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

[9] The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.

[10] Jayden raised his hand. “So weather is what happens today, but climate is what usually happens over many years?” he asked.

A Day That Changed - Continued 2

Passage 11 — Very High Stamina • Story • Part 2 of 5

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[11] “That’s right,” Ms. Rios said. “A single rainy day does not mean the climate has changed. Scientists study weather information for many years before describing a place’s climate.”

[12] The class talked about other examples. One student said that a snowy day in a usually warm place would be weather. Another student said that a desert having little rain year after year would describe climate. Jayden began to understand that both ideas were connected, but they were not the same.

[13] Ms. Rios gave each group a weather journal. She told the students they would observe the sky each afternoon for one week. They would write down the temperature, wind, clouds, and any rain. Then they would compare their notes.

[14] At recess, Jayden looked up at the sky again. This time, he noticed more than whether it was sunny or cloudy. He watched the direction the clouds moved. He felt the air on his face. He saw that the leaves on the trees moved a little, which meant the wind was light.

[15] “Today is warm and calm,” Jayden wrote in his journal.

[16] The next day was different. The morning started cool, and the sky looked cloudy. By lunch, the sun peeked through the clouds, and the playground felt warmer. Jayden smiled when he noticed the change.

[17] “The weather changed again,” he said to his friend Maya.

[18] Maya nodded. “But that still does not change the climate,” she said. “Ms. Rios said climate takes a long time to describe.”

[19] On Wednesday, the class looked at a map of the United States. Ms. Rios pointed to different places. Some places were usually cold in winter. Some places were usually hot and dry. Some places had rain during the year.

[20] “People use climate information to make choices,” Ms. Rios explained. “Farmers think about climate when they decide which crops to grow. Families think about climate when they pack for trips. Builders may think about climate when they choose materials for homes.”

A Day That Changed - Continued 3

Passage 11 — Very High Stamina • Story • Part 3 of 5

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[21] Jayden imagined a farmer planning a field. If a place usually received very little rain, the farmer would need crops that could grow with less water. If a place usually had plenty of rain, different crops might grow better there.

[22] On Thursday, the students studied a picture of a desert. The land looked dry, and only a few plants grew there. Then they studied a picture of a forest with tall green trees.

[23] “Both places can have weather that changes from day to day,” Ms. Rios said. “A desert can have a cloudy day. A forest can have a sunny day. But the climate of each place is based on what usually happens over a long time.”

[24] Jayden wrote that idea carefully in his notebook. He drew a small sun beside the word weather and a long line beside the word climate. The line helped him remember that climate is measured over many years.

[25] By Friday, the class had collected several days of weather notes. Some days were sunny. One day was cloudy. One day had light rain. The temperature changed each day too. Ms. Rios asked the students what their notes showed.

[26] “They show the weather for this week,” Jayden said.

[27] “Exactly,” Ms. Rios answered. “One week of notes helps us describe recent weather. To describe climate, we would need information from many years.”

[28] Jayden reviewed his field day notes. At first, he had felt disappointed when the rain came. Now he understood why the change had happened. The atmosphere was always moving, and weather could shift quickly.

[29] That afternoon, the class went outside for science. The grass was still damp, but the sky was blue again. Ms. Rios asked everyone to stand quietly and observe.

[30] Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky. He knew he was describing weather because these were the conditions at that time and place.

A Day That Changed - Continued 4

Passage 11 — Very High Stamina • Story • Part 4 of 5

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[31] Ms. Rios asked the students to describe the weather without using the word nice. He wrote, “The temperature is warm. The wind is light. The sky is mostly clear. The ground is a little wet from earlier rain.”

[32] “That is a strong observation,” Ms. Rios said. “You used details instead of just giving an opinion.”

[33] Jayden felt proud. Before field day, he would have simply said the weather was good or bad. Now he knew that careful details helped people understand what was happening.

[34] On Monday, Ms. Rios asked students to connect the lesson to real life. Jayden thought about gardens, farms, and trips. People use weather to make daily choices, such as carrying an umbrella or wearing a jacket. They use climate to understand what is common in a place over time.

[35] “That is a great connection,” Ms. Rios said. “Weather affects daily choices, and climate helps explain long-term patterns.”

[36] The class then looked at a simple graph. It showed the average temperature in their area for each month of the year. The line rose in the summer and dropped in the winter. Jayden noticed that the graph did not show one single day. It showed a pattern.

[37] “This graph helps us understand climate,” Ms. Rios said. “It shows what is usual for our area.”

[38] Jayden compared the graph to his weather journal. His journal had details from a few days. The graph showed information from many years. That difference helped him remember the main idea.

[39] Later that day, the principal announced that field day would be finished the following week. The students cheered. Jayden was excited, but this time he did not assume the weather would stay perfect all day. He checked the sky before recess and noticed the clouds carefully.

[40] When field day returned, the morning was warm and bright again. Students lined up for races, tug-of-war, and ball toss games. Jayden felt hopeful, but he also paid attention to the air. The wind stayed gentle, and the sky remained mostly clear.

[41] At lunch, Ms. Rios asked Jayden what he noticed.

A Day That Changed - Continued 5

Passage 11 — Very High Stamina • Story • Part 5 of 5

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[42] “The weather today is sunny and warm,” Jayden said. “But that only tells us about today. Our climate is the usual pattern over a long time.”

[43] “Exactly,” Ms. Rios said.

[44] By the end of the day, Jayden was tired but happy. He had finished the relay race, laughed with his friends, and learned to look at the sky in a new way. Field day had started as a day for games, but it became a lesson about observing the world.

[45] When he got home, Jayden told his family what he had learned. “Weather can change in a few hours,” he said, “but climate is the usual pattern over a long time.”

[46] His dad smiled. “That explains why we can have a cool rainy day even though we live in a place with hot summers.”

[47] Jayden nodded. He no longer guessed that a sunny morning meant the whole day would stay sunny. Instead, he knew to observe, compare, and think about time. Field day had changed, but it had helped him understand an important science idea.

A Day That Changed - 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	“over a long period of time”	Which reader it convinces _____
R ■ Reactions	“The temperature dropped”	Which reader it convinces _____
A ▲ Actions	“the conditions began to change”	Which reader it convinces _____
C ★ Character, Concept, Creature	“Jayden”	Which reader it convinces _____
K ♦ Key Knowledge	“the condition of the atmosphere”	Which reader it convinces _____
S ▼ Scenery / Setting	“the sky was bright and clear”	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.

Understanding the Texas Regions

Passage 12 — Very High Stamina • Nonfiction • Part 1 of 7

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail would convince a real reader.

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

[1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

[2] A region is an area that has certain features in common. Texas has four main physical regions. They are the Coastal Plains, the North Central Plains, the Great Plains, and the Mountains and Basins. Each region has land that looks different. Each region also has different weather patterns, plants, and jobs. These differences are important because people often choose where to live based on the land, climate, and resources around them.

[3] Geography affects daily life in many ways. In some parts of Texas, people live near rivers, forests, and the coast. In other parts, people live near grasslands, dry plains, mountains, or deserts. Some communities grew because the land was good for farming. Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals. By studying the regions of Texas, people can understand why life is not the same in every part of the state.

[4] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.

[5] The Coastal Plains has more rainfall than the other regions of Texas. Because of this, many plants and trees can grow there. Forests are common in the eastern part of the region. Rivers also flow through the Coastal Plains, and they help provide water for people, animals, farms, and businesses. Water is one reason many people have settled in this region over time.

Understanding the Texas Regions - Continued 2

Passage 12 — Very High Stamina • Nonfiction • Part 2 of 7

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[6] The Gulf of Mexico is very important to the Coastal Plains. It gives people a place to fish, travel, and ship goods. A port is a place where ships load and unload goods. Ports along the Gulf help Texas trade with other states and countries. Goods such as food, oil, machines, and other products can move in and out of Texas by ship. This makes shipping an important part of the region's economy.

[7] Many large cities are located in the Coastal Plains. Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business. Corpus Christi and Galveston are also connected to the Gulf of Mexico. These cities support jobs in fishing, tourism, shipping, and trade. Since many people live in the Coastal Plains, there are also many jobs in schools, stores, hospitals, offices, and factories.

[8] Farming is another important activity in the Coastal Plains. The warm climate, rainfall, and flat land help farmers grow crops. Cotton, corn, rice, and other crops can be grown in different parts of the region. Some people also raise animals. The climate allows for a long growing season, which means farmers have more time during the year to plant and harvest crops.

[9] The land in the Coastal Plains affects how people live. Since the region has rivers, flat land, and a warm climate, many towns and cities developed there. People can farm, fish, ship goods, and work in businesses. The Coastal Plains shows how water and climate can help a region grow. It is the largest Texas region, and it plays a major role in the state's population and economy.

[10] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region.

Understanding the Texas Regions - Continued 3

Passage 12 — Very High Stamina • Nonfiction • Part 3 of 7

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[11] The North Central Plains is located west of the Coastal Plains. The land is not as flat as the Coastal Plains, but it is not as dry as far West Texas. This region has prairies, grasslands, and rolling hills. A prairie is a large area of grassland. These grasslands are useful because they provide food for cattle. When cattle eat grass in a field, they are grazing. Grazing is an important part of ranching.

[12] Ranching has been important in the North Central Plains for a long time. The region's open land and grass made it a good place to raise cattle. Ranchers used the land to care for herds of cattle. In Texas history, cattle ranching became a major part of the state's culture. Cowboys, cattle drives, and ranches are often connected to this region. Even today, many people in the North Central Plains still work in ranching or jobs related to agriculture.

[13] Farming is also important in the North Central Plains. The region gets moderate rainfall, which means it gets some rain but not as much as the Coastal Plains. Farmers can grow crops, but they must still pay attention to the weather. If there is too little rain, crops may not grow well. If there is enough rain, the soil can support farming. People may grow wheat, corn, hay, and other crops in this region.

[14] Many towns in the North Central Plains are smaller than the large cities in the Coastal Plains. These towns often grew near farms, ranches, rivers, or railroads. In the past, railroads helped people move goods from one place to another. Farmers and ranchers could use railroads to send crops and cattle to markets. A market is a place where people buy and sell goods. Because of transportation, small towns became important centers for trade.

[15] The climate of the North Central Plains affects how people live. The weather is usually milder than the weather in the Great Plains or Mountains and Basins. Since the region has more trees than western Texas, people may see wooded areas along rivers and streams. Still, grasslands are a major feature. These grasslands help support cattle ranching, farming, and small communities.

Understanding the Texas Regions - Continued 4

Passage 12 — Very High Stamina • Nonfiction • Part 4 of 7

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[16] The North Central Plains is important because it connects eastern and western Texas. It has features of both areas. It is not as wet and forested as the Coastal Plains, but it is not as dry as the Great Plains or Mountains and Basins. Its rolling hills, grasslands, farms, ranches, and towns help make it an important part of Texas.

[17] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy.

[18] The Great Plains has a much drier climate than the regions to the east. Since it gets less rainfall, fewer trees grow there. Grasses are more common because they can survive with less water. The land is open, and a person can often see far across the plains. The wide spaces make this region different from the forested areas of East Texas.

[19] Farming in the Great Plains can be difficult because the land is dry. Farmers have to use water carefully. Some farmers use irrigation to help crops grow. Irrigation is a way of bringing water to crops when there is not enough rain. This can help farmers grow wheat, cotton, corn, and other crops. However, using water wisely is important because water is a limited resource in dry areas.

[20] Ranching is also important in the Great Plains. The wide grasslands provide space for cattle to graze. Ranchers can raise animals on large areas of land. Since there are fewer trees and more open spaces, ranching works well in many parts of the region. The land may seem empty, but it supports important work.

[21] The Great Plains is also known for strong winds. Wind can be a challenge because it can blow dust and dry out the land. However, wind can also be used as a resource. In some parts of the Great Plains, wind turbines are used to make electricity. A wind turbine is a tall machine with blades that turn when the wind blows. The movement helps create energy. Wind energy is important because it comes from a resource that can be used again and again.

Understanding the Texas Regions - Continued 5

Passage 12 — Very High Stamina • Nonfiction • Part 5 of 7

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[22] The Great Plains has important landforms. Palo Duro Canyon is located in this region and is one of the largest canyons in the United States. A canyon is a deep valley with steep sides. The Caprock Escarpment is another landform in this region. An escarpment is a steep slope or cliff that separates higher land from lower land. These landforms show that the Great Plains is not only flat land. It also has natural features that make it unique.

[23] People who live in the Great Plains have learned to adapt to the climate. To adapt means to change or adjust to fit the conditions around you. Since the region is dry and windy, people plan carefully for farming, ranching, and water use. They build communities that can handle the open land and changing weather. The Great Plains helps Texas by providing crops, cattle, and wind energy.

[24] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining.

[25] The Mountains and Basins region is the driest region in Texas. It receives very little rainfall compared to the other regions. Because of this, there are fewer plants and fewer people. The plants that do grow there must be able to survive with little water. Cacti, desert shrubs, and short grasses are common. These plants are adapted to hot, dry conditions.

[26] This region has landforms that are very different from the other regions. It has mountains, deserts, valleys, and basins. A basin is a low area of land that is often surrounded by higher land. The mountains make the region beautiful, but they can also make travel more difficult. Roads may have to go around mountains or through passes. The dry land also makes farming harder than in the wetter regions of Texas.

[27] Since the Mountains and Basins region is so dry, fewer large cities are found there. People often live in smaller communities. One major city in far West Texas is El Paso. El Paso is located near the border of Texas, New Mexico, and Mexico. Its location makes it important for trade, transportation, and culture. Even though the region has fewer people overall, it still plays an important role in Texas.

Understanding the Texas Regions - Continued 6

Passage 12 — Very High Stamina • Nonfiction • Part 6 of 7

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[28] Oil, gas, and mining are important economic activities in the Mountains and Basins region. Some useful resources are found underground. People drill for oil and gas or mine minerals from the earth. Mining means removing useful materials from the ground. These resources are used for energy, building, and many products people use every day.

[29] Tourism is also important in the Mountains and Basins region. Many people visit far West Texas to see mountains, deserts, and parks. Big Bend National Park is located in this region. Visitors go there to hike, camp, watch wildlife, and see the Rio Grande. The Rio Grande forms part of the border between Texas and Mexico. The natural beauty of this region brings people from many places.

[30] The climate in the Mountains and Basins region affects how people live. Because there is little rainfall, people must use water carefully. Homes, farms, and businesses depend on limited water supplies. The dry climate also affects the kinds of jobs people do. Farming is not as common as it is in wetter regions, but ranching, mining, oil, gas, and tourism are important.

[31] Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live. By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.

[32] The Coastal Plains has flat land, many rivers, forests, rainfall, farming, fishing, shipping, and large cities. The North Central Plains has rolling hills, grasslands, farms, ranches, and small towns. The Great Plains has dry land, open spaces, strong winds, farming, ranching, and wind energy. The Mountains and Basins region has deserts, mountains, basins, little rainfall, oil, gas, mining, and tourism.

[33] These regions also help explain settlement patterns in Texas. A settlement pattern is the way people live in different places. More people often live in areas with water, good soil, transportation, and jobs. That is one reason the Coastal Plains has many large cities. Fewer people live in dry or mountainous areas because water and farming are more limited. Still, every region has resources that people can use.

Understanding the Texas Regions - Continued 7

Passage 12 — Very High Stamina • Nonfiction • Part 7 of 7

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[34] The regions of Texas show that geography matters. Geography is not just about naming places on a map. It is about understanding how land, water, climate, plants, animals, and people are connected. The physical features of a place can shape how people travel, work, build homes, and form communities.

[35] Texas is a diverse state because its regions are so different. Diverse means having many different parts or features. In one part of Texas, people may see forests, rivers, and the Gulf of Mexico. In another part, they may see prairies, cattle ranches, and farms. Farther west, they may see dry plains, strong winds, mountains, deserts, and basins.

[36] Learning about the four regions helps students understand Texas better. It shows why people in different areas may have different jobs and ways of life. It also shows how Texans depend on the land and its resources. From the coast to the mountains, each region helps shape the history, economy, and culture of Texas.

Understanding the Texas Regions - 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	“the largest region”	Which reader it convinces _____
R ■ Reactions	“how people live and work”	Which reader it convinces _____
A ▲ Actions	“Fishing, shipping, and jobs”	Which reader it convinces _____
C ★ Character, Concept, Creature	“The Coastal Plains”	Which reader it convinces _____
K ♦ Key Knowledge	“landforms, climate, vegetation”	Which reader it convinces _____
S ▼ Scenery / Setting	“dry deserts or wide, open plains”	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: Finish the Thought in Your Own Words

Listen first. Then finish one stem aloud before you write.

MAILBOX MYSTERY

Writers, today our thinking is taking a new direction. We are no longer just writing arguments on paper. Today, we are writing to someone. When writers know who they are talking to, their writing becomes more purposeful.

Argument + Audience = Argumentative Letter

FINISH THE THOUGHT (say it, then write a shorter version)

1. "Because my audience is ____, I should ____."
2. "A respectful opening should ____."
3. "A strong closing thought should ____."

LISTEN-FOR EXAMPLES

Round 1: A letter to a principal should use a respectful greeting and clear academic language. → Because my audience is my principal, I should sound respectful and make my reason clear.

Round 2: A closing thought should leave the reader with the larger importance of the claim. → A strong closing thought should help the reader remember why the issue matters.

FRESH RECALL

Tell a partner two ways audience changes a letter and one way the argument itself stays the same.

STUDENT SUPPORT - Another Way to Show What You Know

Say the stem aloud to a partner first, then write your own shorter version.

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: The Parts of a Letter

A letter still needs a claim, reasons, evidence, explanation, and big-picture thinking.

PARTS OF A LETTER

Greeting · Introduction · Claim · Support · Closing Thought · Closing · Signature

The greeting tells who you are writing to. The introduction explains why you are writing. The claim tells your side. The support explains why your side makes sense. The closing thought leaves the reader with a big idea, lesson learned, or theme. The closing politely ends the letter.

BOARD EXAMPLE 1 — Dear Teacher,

Opening / Claim: I am writing to explain why students should study all four Texas regions because landforms, climate, resources, and economic activities help explain how Texans live and work.

Closing Thought: Ultimately, studying all four regions helps students see Texas as one state made of very different but connected places.

BOARD EXAMPLE 2 — Dear Principal,

Opening / Claim: I am writing to explain why students should keep weather journals because repeated observations help us notice changes, compare conditions, and understand why a few days do not define climate.

Closing Thought: Ultimately, careful records help students make conclusions from evidence instead of assumptions.

CHECK

What job does the closing thought do that the greeting does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read each example aloud. You still explain what 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 the Letter

Read. Match. Build. Check that tone fits the audience.

HOW TO PLAY (Matching Challenge)

1. Read the Prompt Card. Identify what must be decided and who the letter is written to.
2. Match the Recipient card.
3. Match the Greeting that fits the recipient.
4. Match the Introduction / Claim that states the side clearly.
5. Match the Closing Thought that sounds like a big picture, lesson learned, or theme.
6. Match the Closing that fits the audience.
7. Glue the parts in order under the title “Cluster 6 Module 4 – Build the Letter.”
8. Store extra cards in your practice pockets so you can use them again.

CARD SETS YOU WILL USE

12 Prompt Cards • 12 Recipient Cards • 6 Greeting Cards • 12 Introduction / Claim Cards • 12 Closing-Thought Cards • 6 Closing Cards

FAST CHECK

A strong letter names a real reader, states a clear claim, supports it with passage evidence, and ends with a meaningful big-picture thought.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card numbers on the No-Cut Pathway sheet and match without cutting. Complete the same build in writing.

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 the Letter

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 #: ____ Recipient #: ____ Greeting #: ____

Introduction / Claim #: ____ Closing Thought #: ____ 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.

✂ CUT PAGE - Build the Letter: Prompt Cards (1)

Cut on the dashed lines, then match each letter part to its reader.

CARD 1 — PROMPT CARD

Explain in a letter to your teacher whether or not students should study all four Texas regions to understand how geography shapes life and work.

CARD 2 — PROMPT CARD

Explain in a letter to your principal whether or not students should keep weather journals during a weather-and-climate unit.

CARD 3 — PROMPT CARD

Explain in a letter to your class whether or not all four Texas regions should be valued as important parts of the state.

CARD 4 — PROMPT CARD

Explain in a letter to a community leader whether or not current weather evidence should matter more than quick assumptions when planning outdoor events.

Mirrored Backs - Build the Letter: Prompt Cards (1)

Use these self-check backs only after committing to a build.

2 BUILD THE LETTER PROMPT CARD • Card 2	1 BUILD THE LETTER PROMPT CARD • Card 1
4 BUILD THE LETTER PROMPT CARD • Card 4	3 BUILD THE LETTER PROMPT CARD • Card 3

✂ CUT PAGE - Build the Letter: Prompt Cards (2)

Cut on the dashed lines, then match each letter part to its reader.

CARD 5 — PROMPT CARD

Explain in a letter to another student whether or not learning Texas geography is important.

CARD 6 — PROMPT CARD

Explain in a letter to your social studies teacher whether or not geography should be used to explain why jobs and settlements differ across Texas.

CARD 7 — PROMPT CARD

Explain in a letter to your teacher whether or not comparing the four Texas regions is a valuable way to learn about Texas.

CARD 8 — PROMPT CARD

Explain in a letter to your principal whether or not long-term climate patterns should influence long-term school planning.

Mirrored Backs - Build the Letter: Prompt Cards (2)

Use these self-check backs only after committing to a build.

6

BUILD THE LETTER
PROMPT CARD • Card 6

5

BUILD THE LETTER
PROMPT CARD • Card 5

8

BUILD THE LETTER
PROMPT CARD • Card 8

7

BUILD THE LETTER
PROMPT CARD • Card 7

✂ CUT PAGE - Build the Letter: Prompt Cards (3)

Cut on the dashed lines, then match each letter part to its reader.

CARD 9 — PROMPT CARD

Explain in a letter to your class whether or not the four Texas regions should be seen as equally important.

CARD 10 — PROMPT CARD

Explain in a letter to another student whether or not learning about all four Texas regions helps people appreciate the state more.

CARD 11 — PROMPT CARD

Explain in a letter to a community leader whether or not land, climate, water, and resources should be considered when planning community growth.

CARD 12 — PROMPT CARD

Explain in a letter to your social studies teacher whether or not Texas geography helps explain how communities grow and connect.

Mirrored Backs - Build the Letter: Prompt Cards (3)

Use these self-check backs only after committing to a build.

10

**BUILD THE LETTER
PROMPT CARD • Card 10**

9

**BUILD THE LETTER
PROMPT CARD • Card 9**

12

**BUILD THE LETTER
PROMPT CARD • Card 12**

11

**BUILD THE LETTER
PROMPT CARD • Card 11**

✂ CUT PAGE - Build the Letter: Recipient Cards (1)

Cut on the dashed lines, then match each letter part to its reader.

**CARD 1 — RECIPIENT
CARD**

**your
teacher**

**CARD 2 — RECIPIENT
CARD**

**your
principal**

**CARD 3 — RECIPIENT
CARD**

**your
class**

CARD 4 — RECIPIENT CARD a community
leader

**CARD 5 — RECIPIENT
CARD**

**another
student**

**CARD 6 —
RECIPIENT CARD**

**your social
studies teacher**

Mirrored Backs - Build the Letter: Recipient Cards (1)

Use these self-check backs only after committing to a build.

2**BUILD THE
LETTER****RECIPIENT CARD •
Card 2****1****BUILD THE
LETTER****RECIPIENT CARD •
Card 1****4****BUILD THE
LETTER****RECIPIENT CARD •
Card 4****3****BUILD THE
LETTER****RECIPIENT CARD •
Card 3****6****BUILD THE
LETTER****RECIPIENT CARD •
Card 6****5****BUILD THE
LETTER****RECIPIENT CARD •
Card 5**

✂ CUT PAGE - Build the Letter: Recipient Cards (2)

Cut on the dashed lines, then match each letter part to its reader.

**CARD 7 — RECIPIENT
CARD**

**your
teacher**

**CARD 8 — RECIPIENT
CARD**

**your
principal**

**CARD 9 — RECIPIENT
CARD**

**your
class**

**CARD 10 — RECIPIENT
CARD**

**another
student**

**CARD 11 —
RECIPIENT CARD**

**a community
leader**

**CARD 12 —
RECIPIENT CARD**

**your social
studies teacher**

Mirrored Backs - Build the Letter: Recipient Cards (2)

Use these self-check backs only after committing to a build.

8 BUILD THE LETTER RECIPIENT CARD •
Card 8

7 BUILD THE LETTER RECIPIENT CARD •
Card 7

10 BUILD THE LETTER RECIPIENT CARD •
Card 10

9 BUILD THE LETTER RECIPIENT CARD •
Card 9

12 BUILD THE LETTER RECIPIENT CARD •
Card 12

11 BUILD THE LETTER RECIPIENT CARD •
Card 11

✂ CUT PAGE - Build the Letter: Greeting Cards

Cut on the dashed lines, then match each letter part to its reader.

**CARD 1 — GREETING
CARD**

**Dear
Teacher,**

**CARD 2 — GREETING
CARD**

**Dear
Principal,**

**CARD 3 — GREETING
CARD**

**Dear
Classmates,**

**CARD 4 —
GREETING CARD**

**Dear Community
Leader,**

**CARD 5 — GREETING
CARD**

**Dear Fellow
Student,**

**CARD 6 —
GREETING CARD**

**Dear Social
Studies Teacher,**

Mirrored Backs - Build the Letter: Greeting Cards

Use these self-check backs only after committing to a build.

2**BUILD THE
LETTER****GREETING CARD •
Card 2****1****BUILD THE
LETTER****GREETING CARD •
Card 1****4****BUILD THE
LETTER****GREETING CARD •
Card 4****3****BUILD THE
LETTER****GREETING CARD •
Card 3****6****BUILD THE
LETTER****GREETING CARD •
Card 6****5****BUILD THE
LETTER****GREETING CARD •
Card 5**

✂ CUT PAGE - Build the Letter: Introduction / Claim Cards (1)

Cut on the dashed lines, then match each letter part to its reader.

CARD 1 — INTRO / CLAIM CARD

I am writing to explain why students should study all four Texas regions because landforms, climate, resources, and economic activities help explain how Texans live and work.

CARD 2 — INTRO / CLAIM CARD

I am writing to share why I believe students should keep weather journals because repeated observations help students notice changes and distinguish recent weather from long-term climate.

CARD 3 — INTRO / CLAIM CARD

I am writing to explain why all four Texas regions should be valued because each one contributes distinct natural features, resources, economic activities, and communities to the state.

CARD 4 — INTRO / CLAIM CARD

I am writing to share why current weather evidence should matter more than quick assumptions because conditions can change within hours.

Mirrored Backs - Build the Letter: Introduction / Claim Cards (1)

Use these self-check backs only after committing to a build.

2

BUILD THE LETTER
INTRO / CLAIM CARD • Card 2

1

BUILD THE LETTER
INTRO / CLAIM CARD • Card 1

4

BUILD THE LETTER
INTRO / CLAIM CARD • Card 4

3

BUILD THE LETTER
INTRO / CLAIM CARD • Card 3

✂ CUT PAGE - Build the Letter: Introduction / Claim Cards (2)

Cut on the dashed lines, then match each letter part to its reader.

CARD 5 — INTRO / CLAIM CARD

I am writing to explain why learning Texas geography is important because it shows how land, water, climate, resources, and people are connected.

CARD 6 — INTRO / CLAIM CARD

I am writing to share why geography should be used to explain why jobs and settlements differ across Texas because regional conditions shape resources and economic activity.

CARD 7 — INTRO / CLAIM CARD

I am writing to explain why comparing the four Texas regions is a valuable way to learn about Texas because the comparison makes differences in land, climate, resources, and work visible.

CARD 8 — INTRO / CLAIM CARD

I am writing to share why long-term climate patterns should influence long-term school planning because climate describes what is usual over many years rather than one unusual day.

Mirrored Backs - Build the Letter: Introduction / Claim Cards (2)

Use these self-check backs only after committing to a build.

6

BUILD THE LETTER
INTRO / CLAIM CARD • Card 6

5

BUILD THE LETTER
INTRO / CLAIM CARD • Card 5

8

BUILD THE LETTER
INTRO / CLAIM CARD • Card 8

7

BUILD THE LETTER
INTRO / CLAIM CARD • Card 7

CUT PAGE - Build the Letter: Introduction / Claim Cards (3)

Cut on the dashed lines, then match each letter part to its reader.

CARD 9 — INTRO / CLAIM CARD

I am writing to explain why the four Texas regions should be seen as equally important because each one contributes something different to the state.

CARD 10 — INTRO / CLAIM CARD

I am writing to share why learning about all four Texas regions helps people appreciate the state more because Texas includes forests, plains, deserts, mountains, farms, ranches, ports, energy resources, and many kinds of communities.

CARD 11 — INTRO / CLAIM CARD

I am writing to explain why land, climate, water, and resources should be considered when planning community growth because physical conditions affect where people can live, work, travel, and use resources.

CARD 12 — INTRO / CLAIM CARD

I am writing to share why Texas geography helps explain how communities grow and connect because landforms, water, climate, transportation, resources, and jobs influence settlement.

Mirrored Backs - Build the Letter: Introduction / Claim Cards (3)

Use these self-check backs only after committing to a build.

10

BUILD THE LETTER

INTRO / CLAIM CARD • Card 10

9

BUILD THE LETTER

INTRO / CLAIM CARD • Card 9

12

BUILD THE LETTER

INTRO / CLAIM CARD • Card 12

11

BUILD THE LETTER

INTRO / CLAIM CARD • Card 11

✂ CUT PAGE - Build the Letter: Closing-Thought Cards (1)

Cut on the dashed lines, then match each letter part to its reader.

CARD 1 — CLOSING-THOUGHT CARD

Ultimately, studying all four regions helps people understand how many different places contribute to Texas as a whole.

CARD 2 — CLOSING-THOUGHT CARD

As you can see, repeated weather observations help students make conclusions from evidence instead of assumptions.

CARD 3 — CLOSING-THOUGHT CARD

The big picture is that Texas regions can be very different and still deserve attention as important parts of the state.

CARD 4 — CLOSING-THOUGHT CARD

Everyone benefits when changing weather decisions are based on current evidence instead of a first impression.

Mirrored Backs - Build the Letter: Closing-Thought Cards (1)

Use these self-check backs only after committing to a build.

2 BUILD THE LETTER CLOSING-THOUGHT CARD • Card 2	1 BUILD THE LETTER CLOSING-THOUGHT CARD • Card 1
4 BUILD THE LETTER CLOSING-THOUGHT CARD • Card 4	3 BUILD THE LETTER CLOSING-THOUGHT CARD • Card 3

✂ CUT PAGE - Build the Letter: Closing-Thought Cards (2)

Cut on the dashed lines, then match each letter part to its reader.

CARD 5 — CLOSING-THOUGHT CARD

One lesson we can learn is that geography helps people understand why communities develop differently.

CARD 6 — CLOSING-THOUGHT CARD

Ultimately, communities can make stronger long-term choices when they consider land, climate, water, resources, and the needs of people.

CARD 7 — CLOSING-THOUGHT CARD

As you can see, meaningful learning happens when students compare real geographic patterns and evidence.

CARD 8 — CLOSING-THOUGHT CARD

The big picture is that long-term patterns can guide planning even though daily weather still changes.

Mirrored Backs - Build the Letter: Closing-Thought Cards (2)

Use these self-check backs only after committing to a build.

6**BUILD THE LETTER****CLOSING-THOUGHT CARD • Card****6****5****BUILD THE LETTER****CLOSING-THOUGHT CARD • Card****5****8****BUILD THE LETTER****CLOSING-THOUGHT CARD • Card****8****7****BUILD THE LETTER****CLOSING-THOUGHT CARD • Card****7**

✂ CUT PAGE - Build the Letter: Closing-Thought Cards (3)

Cut on the dashed lines, then match each letter part to its reader.

CARD 9 — CLOSING-THOUGHT CARD

Everyone can benefit from understanding the role each Texas region plays in the state.

CARD 10 — CLOSING-THOUGHT CARD

One lesson we can learn is that exploring all four regions more deeply helps people appreciate the variety of Texas geography and ways of life.

CARD 11 — CLOSING-THOUGHT CARD

Ultimately, communities are better prepared when planners consider current conditions, long-term patterns, and local resources.

CARD 12 — CLOSING-THOUGHT CARD

As you can see, Texas geography is more than a list of places because it helps explain settlement, work, transportation, resources, and daily life.

Mirrored Backs - Build the Letter: Closing-Thought Cards (3)

Use these self-check backs only after committing to a build.

10

BUILD THE LETTER

**CLOSING-THOUGHT CARD • Card
10**

9

BUILD THE LETTER

**CLOSING-THOUGHT CARD • Card
9**

12

BUILD THE LETTER

**CLOSING-THOUGHT CARD • Card
12**

11

BUILD THE LETTER

**CLOSING-THOUGHT CARD • Card
11**

✂ CUT PAGE - Build the Letter: Closing Cards

Cut on the dashed lines, then match each letter part to its reader.

CARD 1 — CLOSING CARD Sincerely,	CARD 2 — CLOSING CARD Respectfully,
CARD 3 — CLOSING CARD Your Student,	CARD 4 — CLOSING CARD A Thoughtful Learner,
CARD 5 — CLOSING CARD A Concerned Student,	CARD 6 — CLOSING CARD From a Curious Writer,

Mirrored Backs - Build the Letter: Closing Cards

Use these self-check backs only after committing to a build.

2 BUILD THE LETTER CLOSING CARD • Card 2	1 BUILD THE LETTER CLOSING CARD • Card 1
4 BUILD THE LETTER CLOSING CARD • Card 4	3 BUILD THE LETTER CLOSING CARD • Card 3
6 BUILD THE LETTER CLOSING CARD • Card 6	5 BUILD THE LETTER CLOSING CARD • Card 5

Build the Letter - Recording and Answer Key

Record two builds, then check with the teacher answer key.

BUILD 1

Prompt #: ____ Recipient: ____ Greeting: ____

Introduction / Claim #: ____ Closing Thought #: ____ Closing: ____

Why this build fits the reader:

BUILD 2

Prompt #: ____ Recipient: ____ Greeting: ____

Introduction / Claim #: ____ Closing Thought #: ____ Closing: ____

Why this build fits the reader:

TEACHER ANSWER KEY (sample sets)

Prompt	Recipient	Greeting	Closing
1 (all four regions, teacher)	your teacher	Dear Teacher,	Sincerely, / Your Student,
2 (weather journals, principal)	your principal	Dear Principal,	Respectfully, / A Concerned Student,
11 (community growth, leader)	a community leader	Dear Community Leader,	Respectfully, / A Thoughtful Learner,
5 (Texas geography, student)	another student	Dear Fellow Student,	From a Curious Writer,

STUDENT SUPPORT - Another Way to Show What You Know

Say: The strongest build is ____ because ____.
You still point to the part that fits 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.

Day 3 - DISCUSS: Audience and Tone

What made a letter sound strong, respectful, and complete?

Why does an argumentative letter need a greeting?

How is the beginning of a letter different from the middle?

Why should a closing thought sound meaningful instead of rushed?

What makes one closing fit an audience better than another?

How does theme help the ending of a letter sound stronger?

STUDENT SUPPORT - Another Way to Show What You Know

Use: The greeting shows _____. A meaningful ending helps the reader _____. Different audiences need _____.

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 Letter Opening and Ending - To My Teacher

Write the greeting, opening/claim, closing thought, and closing.

PROMPT

Explain in a letter to your teacher whether or not all four Texas regions should be valued as important parts of the state.

MY READER

Recipient: your teacher Suggested greeting: Dear Teacher,

MY OPENING

Greeting, then one opening sentence that introduces the topic and states my side.

MY ENDING

One closing thought that sounds like a big picture, theme, or lesson learned, then a respectful closing.

STUDENT SUPPORT - Another Way to Show What You Know

Say your opening and ending aloud as if the reader were listening. You still choose the 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.

My Letter Opening and Ending - To My Principal

Write the greeting, opening/claim, closing thought, and closing.

PROMPT

Explain in a letter to your principal whether or not students should keep weather journals during a weather-and-climate unit.

MY READER

Recipient: your principal Suggested greeting: Dear Principal,

MY OPENING

Greeting, then one opening sentence that introduces the topic and states my side.

MY ENDING

One closing thought that sounds like a big picture, theme, or lesson learned, then a respectful closing.

STUDENT SUPPORT - Another Way to Show What You Know

Say your opening and ending aloud as if the reader were listening. You still choose the 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.

My Letter Opening and Ending - To Another Student

Write the greeting, opening/claim, closing thought, and closing.

PROMPT

Explain in a letter to another student whether or not Texas geography is important.

MY READER

Recipient: another student Suggested greeting: Dear Fellow Student,

MY OPENING

Greeting, then one opening sentence that introduces the topic and states my side.

MY ENDING

One closing thought that sounds like a big picture, theme, or lesson learned, then a respectful closing.

STUDENT SUPPORT - Another Way to Show What You Know

Say your opening and ending aloud as if the reader were listening. You still choose the 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.

My Letter Opening and Ending - To a Community Leader

Write the greeting, opening/claim, closing thought, and closing.

PROMPT

Explain in a letter to a community leader whether or not current weather evidence should matter more than quick assumptions when planning outdoor events.

MY READER

Recipient: a community leader Suggested greeting: Dear Community Leader,

MY OPENING

Greeting, then one opening sentence that introduces the topic and states my side.

MY ENDING

One closing thought that sounds like a big picture, theme, or lesson learned, then a respectful closing.

STUDENT SUPPORT - Another Way to Show What You Know

Say your opening and ending aloud as if the reader were listening. You still choose the 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.

Cumulative Argumentative Letter Quality Check

Check the letter parts you have built.

COPY MY GREETING → OPENING/CLAIM → SUPPORT → CLOSING THOUGHT → CLOSING

CHECK

- ☐ greeting and register fit the audience ☐ opening explains why I am writing ☐ clear claim (my side)
- ☐ support is relevant to the reader and the passage ☐ closing thought leaves a big picture, theme, or lesson
- ☐ sentence structure and word choice ☐ respectful closing ☐ capitalization and punctuation in the greeting and closing
- ☐ spelling patterns and high-frequency words

MY REVISED LETTER PART

STUDENT SUPPORT - Another Way to Show What You Know

Point to one part at a time and read aloud.
You still decide each 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.

Full Argumentative Letter Draft - Page 1

Choose a prompt and write the whole letter for a real reader.

DRAFTING FOCUS

Greeting → Introduction → Claim → Support → Closing Thought → Closing → Signature. Shape every part for your reader.

[illegible]

Full Argumentative Letter Draft - Page 2

Continue only if you need more space.

AUDIENCE CHECK

Does my greeting, register, support, and closing all fit the same reader, and does my ending leave a big-picture thought?

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.

Day 4 - AWARD Yourself

An award counts when you point to a real choice in your own letter.

CHOOSE

- Mailbox Master - I can begin and end an argumentative letter with purpose.
- Golden Greeting - my greeting and opening sound respectful and clear.
- Closing Thought Spotlight - my ending leaves a big-picture thought.
- Audience-Aware Writer - I shaped my register for my reader.
- Practice Pocket Pride - I organized my letter parts neatly.

CLASS CHEER

Name the reader! State the claim! End with a big idea! That is the writing game!

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 audience-aware choice 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.

- ☐ Stronger greeting.
- ☐ Clearer purpose and claim.
- ☐ More respectful register.
- ☐ Better, more relevant evidence.
- ☐ More meaningful, theme-based ending.

MY TARGET

My next goal in argumentative correspondence is

I chose it because

I will know I improved when

CURIOSITY QUESTIONS

Why does audience matter so much in a letter? How can the way we begin a letter affect how the reader feels? Why do strong endings stay with readers longer than weak ones? How can a respectful tone make an argument stronger?

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

Teach a partner how audience changes a letter.

TURN-AND-TEACH FRAMES

“A greeting matters because ____.” “The opening of a letter should ____.” “A claim in a letter needs to ____.” “A strong closing thought sounds like ____.” “A respectful closing helps because ____.” “One way theme helps a letter is ____.”

Two ways the audience changes a letter:

One way the argument stays the same:

One example opening and one example ending:

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.

MY THINKING NOW

Answer the module question again.

How does writing for a real audience change the way we begin, support, and end an argumentative letter?

WHAT CHANGED?

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Check the Learning

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

LISTEN

During Finish the Thought in Your Own Words, I heard how audience changes greeting, register, support, and ending.

LOOK

During Build the Letter, I checked that each prompt, recipient, greeting, opening/claim, closing thought, and closing matched.

COLLECT

My “Letter Opening and Ending” shows an audience-aware opening and a meaningful ending on page ____.

I Can...	Not Yet	Getting Set	I Can Do It
Identify the audience and purpose	☐	☐	☐
Choose a greeting and register that fit	☐	☐	☐
Begin with a clear purpose and claim	☐	☐	☐
Select relevant support from a passage	☐	☐	☐
End with a meaningful big-picture thought	☐	☐	☐

FRESH RECALL

Tell a partner two ways audience changes a letter and one way the argument itself stays the same.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof from this letter.

AWARD

Underline your strongest audience-aware choice and finish: “This fits my reader because ____.” Choose the part you are proudest of: greeting, opening, claim, support, closing thought, or respectful closing.

TARGET

Choose one teacher-source goal: stronger greeting, clearer purpose, more respectful register, better evidence, or a more meaningful ending. Complete: “My next goal in argumentative correspondence is to ____.” Then answer: What do I want my reader to remember most?

EXPLAIN

Teach a partner two ways the audience changes a letter and one way the argumentative structure stays the same. Use your own opening and closing as evidence.

Day 5 - Writing Opportunity - Audience-Aware Letter

Write a letter to your social studies teacher about the Texas regions.

WRITING PROMPT

Explain in a letter to your social studies teacher whether or not learning about the Texas regions helps people understand how geography shapes the way Texans live and work.

PLANNING SUPPORT

1. Identify the recipient and purpose.
2. Choose a side and write the claim.
3. Select support from “Understanding the Texas Regions.”
4. Write a greeting and audience-aware opening.
5. End with a big-picture thought and 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 register that fits

2. CLAIM - write my side clearly

3. SUPPORT - two details from the passage my reader would care about

4. BIG-PICTURE ENDING - the lesson, theme, or big picture I want my reader to remember

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 → Introduction → Claim → Support → Closing Thought → Closing → Signature. Shape every part for your reader.

[illegible]

Additional Argumentative Letter Draft - Page 2

Write the whole letter for your reader.

DRAFTING FOCUS

Greeting → Introduction → Claim → Support → Closing Thought → Closing → Signature. 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, suggesting it might be from a notebook. There is no handwriting or other markings on the page.

Revise, Edit, and Share

Improve the ending, check conventions, then explain one choice.

REVISE

- ☐ greeting, register, support, and closing fit the audience
- ☐ opening states a clear side
- ☐ closing thought leaves the larger importance of the claim

EDIT

- ☐ complete sentences
- ☐ capitalization of proper nouns
- ☐ punctuation in the greeting and closing
- ☐ spelling
- ☐ conventions that fit the audience

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the greeting, opening, support, and ending 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.

Tiny Tracks

Point to the choice you made for your reader.

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!

Defend how your closing thought leaves a big picture, theme, or lesson learned for your reader.

READY TO STRETCH? - Correspondence Coach Challenge

Write to two readers, then upgrade your ending.

PHASE 1 - AUDIENCE SHIFT

Take one prompt and write an opening to two different recipients (for example, a teacher and a principal). Adjust the greeting and wording to fit each reader respectfully.

PHASE 2 - ENDING UPGRADE

Write one basic ending and one stronger, theme-based ending. Basic: "Thank you for reading my letter." Stronger: "Ultimately, studying all four Texas regions helps students understand how many different places contribute to Texas as a whole."

PHASE 3 - STRONGER THAN BEFORE

Explain which version is more convincing and why. Which ending leaves the reader with a stronger big-picture thought?

Study Three Argumentative Letter Exemplars

Notice how a letter moves from weak to strong.

PROMPT

Explain in a letter to your principal whether or not all four Texas regions should be valued as important parts of the state.

LOW

“Dear Principal, The Texas regions are all important. Sincerely, A Student”

Why does this letter need a purpose, support, and a meaningful ending?

MEDIUM

“Dear Principal, I am writing to explain why all four Texas regions should be valued because they are important. Thank you for reading my letter. Sincerely, A Student”

Why is the reason too general and the ending too rushed?

HIGH

“Dear Principal, I am writing to explain why all four Texas regions should be valued as important parts of the state because each region has different landforms, climate, resources, and economic activities. Ultimately, understanding every region helps people gain a fuller and more accurate picture of Texas. Respectfully, A Concerned Student”

How do the greeting, claim, passage-based support, theme-based ending, and respectful closing work together?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the greeting, claim, support, and closing thought 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.

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

When I write for a real audience, I shape my greeting, my words, my support, and my ending for the person who will read the letter. The argument still needs a clear claim and real proof, but a respectful tone and a meaningful big-picture ending help my message sound purposeful and convincing.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

How does writing for a real audience change the way we begin, support, and end an argumentative letter?

My Answer

I think about my reader first. I shape my greeting, my words, my support, and my ending for the person who will read my letter. My argument still needs a clear claim and real proof, but a respectful tone and a big-picture ending make my message sound purposeful and convincing.

STUDENT SUPPORT - Another Way to Show What You Know

Start with my reader: My letter is to ____, so I will begin by ____ and end by ____.

Ready to Stretch? Take Your Thinking Further!

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